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ABSTRACT

A study on child day care is presented. The primary function of the research strategy was to pretest and develop an independent sample measurement scales to use in a panel study. The focus of the research is on family day care arrangements made by working mothers for children under six years of age. The sample used was a fairly successful one of ongoing private family day care arrangements of white, urban working mothers with at least one child under six years of age from a broadly representative cross section of occupations. One fact gleaned from data collection is that most mothers who have their children in private homes prefer these homes over day care centers and most mothers who would prefer day centers already have placed their children in them. Various facets of family day care arrangements which were studied include: (1) sitter motivation, (2) mother-sitter relationship, and (3) mothers' and sitters' satisfaction with the day care arrangement. (CK)

FIELD STUDY OF THE NEIGHBORHOOD FAMILY DAY CARE SYSTEM
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CHILD CARE BY KITH:

A Study of the Family Day Care Relationships of Working Mothers and Neighborhood Caregivers

by

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PREFACE

The semantics of caring for other people's children is replete with connotations either of eulogy or disparagement. It depends on whose point of view is expressed. Since this monograph reports a study of the viewpoints of both working mothers and the persons they use for supplemental child care, we have tried to be careful about the language we used to describe them. First, a word about the title: Child Care by Kith: A Study of the Family Day Care Relationships of Working Mothers and Neighborhood Caregivers.

About the Title

In an earlier paper we wrote as follows:

> "How, then, should neighborhood day care be viewed? Is this a casual and inherently unstable economic and social arrangement that results in neglect and chaotic discontinuity of care for hundreds of thousands of children? Or is this a creative, emerging, cultural pattern of child care in which a familiar and nurturant neighbor provides an 'extended family'--kith, though not kin--that has potential for enriching the lives of hundreds of thousands of children?" (Emlen, 1970)

The word "kith" is defined by the *Random House Dictionary of the English Language* (1967) as, "acquaintances, friends, neighbors, or the like; persons living in the same general locality and forming more or less a cohesive group." This is a book about kith. When families turn outside the home and beyond kinship resources, they are most likely to make arrangements for their children in the home of a friend, neighbor, or other nonrelative. These family day care arrangements are contracted privately and informally. If the mother and caregiver are not kith already when they embark on their joint child care venture, then they will be before very long.

Mothers and Sitters; Care users and Caregivers.

Neighborhood caregivers are usually called "babysitters" or simply "sitters". This is how they are listed in classified newspaper ads and this is how they frequently refer to themselves. Though the term is used disparagingly by some, e.g., "mere babysitting", it is more congenial to working mothers who like the clear differentiation of roles implied. By contrast, the term "day care mother", which one finds in the literature on agency-supervised family day care, injects a subtle note of competition. The norms for successful relations between the users and the givers of family day care are that the caregiver does not try to supplant the mother.

In this monograph for the sake of variety we use the terms "mother" and "care user" and "day care consumer" interchangeably (sometimes also meaning to include the father and child), and we also use the terms "sitter" and "caregiver" interchangeably. Actually we prefer the positive connotations of the term "caregiver" which suggest that these people have something important to give, yet the word is neutral enough not to offend the mothers or care users. We see nothing especially wrong with the term "sitter' but we have used the term "caregiver" for several years in our Day Care Neighb Service and we have found that it wears well with mothers and sitters alike.

Professionals also might find that they are more effective when they refer in non-partisan language to the users and givers of care, only one of whom is the mother in a given relationship. It is very likely that the caregiver is a mother herself, but when she serves as a resource for supplemental child care, the relationship is not the same as being a mother. Fortunately, the children, though they may call everybody "mother", appear to show very little confusion as to which is which.

Attitudes Toward Day Care Behavior

Pejorative attitudes regarding the working mother and the care she finds for her children in the neighborhood were captured some fifty years ago by Thornton Burgess in the Burgess Bird Book for Children. When Peter Rabbit visited the Old Orchard he found the entire neighborhood upset. There was an indignation meeting in progress because Sally Sly the cowbird had laid her egg in the nest of Chebec the least flycatcher. Jenny Wren was excited and called it a disgrace. "She laid that egg in Chebec's nest because she is too lazy to build a nest of her own and too selfish to take care of her own children." (Burgess, 1919, page 41).

Jenny Wren's indignation still has its counterpart in many attitudes not only toward maternal employment but also toward private family day care arrangements which are stereotyped in such disparaging terms as "make-shift arrangements", "mere babysitting", and even "neglect." At least superficially, the analogy between family day care and the brood behavior of the brown-headed cowbird who lays her eggs in the nest of other birds is obvious. The female cowbird is also a working mother who follows the cows or bison, and her mobility is made possible by selecting some surrogate nest-builder to sit on her eggs and raise her young.

The analogy quickly breaks down, however, because the cowbird's behavior involves an absence of a series of instincts: pairing, territory establishment, nest construction, brooding, and feeding, (Miller, 1946); while for the working mother it is an expression of an economic need to work as well as other motivations (Nye and Hoffman, 1963).

Not only does she continue to pay close attention to the care and rearing of her children, she also maintains ultimate control over the arrangement she uses. For use as a sitter, the cowbird may pick some misleadingly attractive host such as the robin who rejects the strange egg or she may pick a more tolerent homebody such as the song sparrow who cheerfully raises the mixed brood (Friedman, 1963). The working mothers we are about to describe in this monograph were more discriminating than the cowbird; they selected hosts more willing than the robin. If we permit ourselves without indignation to examine the patterns of behavior of the working mothers and neighborhood caregivers in our sample, we shall see that they managed to achieve a relatively successful adaptation.

This monograph is a study of day care behavior. It presents new data on how families relate to nonrelatives in the neighborhood in creating the family day care arrangement. The report describes the kinds of persons selected by working mothers for this form of child care and how both parties to the arrangement perceive and evaluate the same arrangement. The report suggests some reasons why the American family, in turning beyond kinship resources for supplemental child care, has managed to find and use a new child care resource within the neighborhood. We believe that the monograph not only describes, but gives deserved recognition to, an emerging social institution that has been depreciated or ignored.

In family day care, we found, right at hand, a natural resource for day care achieved by working mothers and neighborhood care givers without the benefit of any intervention or formal program, without social agency assistance or supervision, and without the protection of licensing laws or regulations.

About the Field Study

The Field Study of Neighborhood Family Day Care System is primarily a research project: but in its efforts to explore the private world of family day care, the research has relied also upon a service component called the Day Care Neighbor Service, the purposes of which have been to gain access to a wide cross-section of day care arrangements at the neighborhood level, to demonstrate how such arrangements could be reached and strengthened, to provide service and policy perspectives and an experiential base, both for the series of systematic research studies and for effective dissemination and utilization of research findings.

A useful handbook on the organization and operation of the Day Care Neighbor Service has been written (Collins and Watson, 1969) and the feasibility of the Day Care Neighbor Service as a demonstration has been evaluated (Matchmaking, Emlen and Watson, 1970).

Two additional studies have been conducted on independent samples, one preliminary to the other: a cross-sectional study of ongoing arrangements and a panel study of new arrangements followed longitudinally from inception for the duration of the arrangement. The aim of the panel study and to some extent of the preliminary study was to assess the sources of stability and instability of the family day care arrangement.

The preliminary study is the one reported in this monograph. The data collection took place from the fall of 1967 to the fall of 1968. Its primary function in our overall research strategy was to pretest and develop on an independent sample measurement scales to use in the panel study. However, the data were good enough and the results important enough to justify a more thorough analysis and complete report. This preliminary study makes a substantive contribution that is different from the panel study for reasons which will be explained in the text of the monograph.

Acknowledgements

Though the three authors carried the main responsibility for the study we are reporting in this monograph, it was very much a team effort and we owe a debt of gratitude to the entire staff and the great many others for their assistance and support. As project director and principal investigator, Emlen wrote the original proposal and research design and had responsibility for direction of the project as well as the main burden of interpretation and writing. The co-authors participated fully in refining the design, instruments, and strategy for the study. As research associate, Donoghue managed the detailed operation of the project throughout every phase, and LaForge, who served as statistician and research methodologist from the beginning, was especially involved in developing the scales through a series of factor analyses. Both co-authors critically reviewed the complete manuscript making important contributions also to the interpretation and writing. Donoghue organized and wrote the Appendices.

Though not listed as an author, Quentin D. Clarkson served as our consulting statistician for the past year and a half. He advised us and helped us on a number of the statistical analyses reported.

Our special thanks go to our research assistants who did so much it cannot be classified. They were Joseph LeBaron, Shirley Crawford, Paul Bamford, Linda Champ, Nancy Mancini, Sue O'Keefe. O'Keefe made the correlographs and other figures. Also, Barbara Burgess who helped to review

the literature on social relations of friends and neighbors. Martha Ann Adelsheim and Laura Rogers helped to set up procedures for obtaining the sample. Pauline Robinson served as secretary and office manager and Sherri Schafer as typist. Audrey McCoy supervised the interviewing. The interviewers for this study were Elizabeth Bergman, Shirley Crawford, Barbara Hatch, Frances Ousley, Janice Johnson, Joseph LeBaron, Lyndine McAfee, Audrey McCoy, Eleanor Milne, Sarah Rankin, and Mary Sauter.

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Most important, of course, were our respondents, the many working mothers and caregivers who gave us their time and thoughtful replies and who shared with us the hope that our research might lead to policies and services which could facilitate the making of child care arrangements. Our thanks to them and to the Portland employers and employment placement services who helped us to obtain our sample.

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Rolfe LaForge is Professor, Department of Psychology, San Francisco State College. He received his Ph.D. from the University of California, Berkeley. He is best known for his work in interpersonal attitudes, measurement, and multivariate statistics.

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The results show that for all mothers, satisfaction with the sitter's concern for the child stands out as the most salient correlate of satisfaction; while for sitters the salient correlates of satisfaction differ for friends and strangers. For sitters who sit for friends the sources appear to stem not from within the particular arrangement as measured by the satisfaction scales but rather from characteristics of communication and interpersonal relationships between the two women. Between strangers we find a balanced exchange of mutual satisfactions arising from the characteristics of the arrangement.

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way it meets the basic needs of mother and caregiver, the feasibility of the arrangement, the opportunity it affords for individualized selection and adaptation, and the satisfaction with which the arrangement is evaluated are four elements of that bond. How the relationship is elaborated differently between friends and between strangers is also summarized by drawing on the results of previous chapters.

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CHAPTER ONE - WHAT THIS REPORT IS ABOUT AND HOW THE SUBJECT WAS APPROACHED

This chapter discusses the aims of the study and why the research is important. It presents the specific research objectives within the context of the ongoing Field Study and outlines the major theoretical framework by which the study of the family day care arrangement was approached.

This is a study of family day care arrangements made by working mothers for children under six years of age. These are informal, private arrangements made with neighborhood caregivers or "sitters" for child care nearby in the sitter's home. Making an arrangement for child care is such ordinary everyday behavior that it is easily taken for granted as a simple matter. When the subject is examined under the microscope, however, its complexity becomes apparent and the patterns and processes reveal marvels of adaptive behavior.

Involving both the users and the givers of this type of day care, the study looks at the arrangement as an emerging form of social relationship which substitutes for the extended family as a resource for supplementary child care. The relationship is not one of kinship but one between non-relatives who discover one another in the neighborhood. It is a relationship without a clear cultural blueprint. It is not bound by kinship rules, yet it has some of the guidelines for relations between neighbors. It is a business relationship yet it may have an admixture of friendship, or else it may be an already existing friendship with which the business arrangement is admixed.

The study views this relationship primarily through the eyes of the mothers and the sitters who are the principal contracting parties to the arrangement. The study describes and analyzes the economic and social exchange between the mother and the sitter by exploring the many-faceted norms, expectations, and sources of satisfaction and dissatisfaction under which mothers and sitters will make arrangements with which they will be satisfied. In a preliminary way, the study deals with the dynamics of stability, instability, and change in the family day care arrangement which is treated as an incipient and temporary social system that depends not only on the mother's work but also on the plans and the relationships within and between the two families.

Why is This Kind of Study Important?

So little is known about private family day care arrangements that an analytical description of the informal day care behavior involved, of the attitudes and circumstances of the mothers and sitters, and of the complexity of the interpersonal situation is interesting in its own right. This report does not assess the effects on the child except as perceived and evaluated by the mothers and sitters; but by focusing on the attitudes and behavior of the mothers and sitters and on their own evaluations of the situation in which they and the children are involved, one does begin to get a rather detailed picture of what these special child-rearing environments are like.

An appreciation of the nature of the private family day care arrangement should help to dispel some of the stereotyped prejudices about family day care which prevent society from planning appropriate day care programs for the target population making this type of arrangement. The majority of private family day care arrangements are not so bad as people suppose, and the sample reported in this study reveals an environment for children the potentialities of which are favorable enough to justify an organized effort to strengthen this type of care as a major resource for day care.

The implications of private family day care for national day care policy are great. Those planners who advocate the development of new facilities as the approach to day care planning are inclined to think that the nation must create millions of new "day care slots" when in reality many of the children in question are already in day care of the kind reported in this study. The real question is: "How do we as a nation bring to these informal day care arrangements that already exist the recognition they deserve as valued child care resources, which could be strengthened by a variety of supportive services?"

Such an approach to day care, however, requires more knowledge than we now have about the attitudes and behaviors of those who use day care and of those who give family care. This report is an effort at least partially to fill the gap in what we need to know about private family day care.

The Auspices of the Study and Its Context of Ongoing Research

This is one of a series of reports on the Neighborhood Family Day Care System. Now in its fifth year, the Field Study addresses the problem of how to intervene at the neighborhood level to influence the quality and stability of privately, informally arranged day care arrangements that are made by working mothers with neighborhood "sitters". The project has a service-development component which demonstrated a new method of reaching the population of working mothers and their caregivers. This approach, called the Day Care Neighbor Service, capitalizes on the existence of selected neighborhood women whose natural matchmaking role is used to help mothers and sitters find each other and make satisfactory child care arrangements. The approach of the Day Care Neighbor Service and of the Field Study generally has been described and evaluated in a series of publications. See Box 1.1.

Parallel with service development the Field Study has conducted a series of studies of mothers, sitters, and the social interaction between them. These are studies of the social behavior of the users and givers of private family day care, designed to contribute to a base of knowledge for the more effective development of programs and policy.

The focal research objective of these studies is to identify the sources of stability and instability that characterize different types of family day care arrangements. Concerned with the problem of discontinuity of care for children under six years of age, the research attempts to describe the mechanisms by which these arrangements are formed, maintained, and terminated, and to predict the duration of the arrangements. Included among a broad range of predictor variables are the objective life circumstances as well as the attitudes and behaviors of the caregiver and of the working mother who are the principal parties to the family day care arrangement.

Special attention has been given to

(a) development of a typology of family day care arrangements based on the patterns of social norms, role expectations, and social interaction that develop between mothers and sitters;

(b) investigation of specific sources of satisfaction and dissatisfaction with the arrangement as measured by scales that were specially developed for this purpose;

BOX 1.1: Publications describing the Day Care Neighbor Service

Alice H. Collins, "Some Efforts to Improve Private Family Day Care," *Children*, 13 (July-August 1966), 135-140.

Alice H. Collins, Arthur C. Emlen, Eunice L. Watson, "The Day Care Neighbor Service: An Interventive Experiment," *Community Mental Health Journal*, 5 (June 1969), 219-224.

Alice H. Collins and Eunice L. Watson, "Exploring the Neighborhood Family Day Care System," *Social Casework*, (November 1969), pp. 527-33.

Arthur C. Emlen, Project Summary in Dale G. Lake, et al., "Applied Behavioral Science: Current Projects," *Journal of Applied Behavioral Science*, 5(1969), 380-2.

Alice H. Collins, Eunice L. Watson, *The Day Care Neighbor Service: A Handbook for the Organization and Operation of a New Approach to Family Day Care*, (Portland: Tri-County Community Council, 1969).

Arthur C. Emlen, "Realistic Planning for the Day Care Consumer," *Social Work Practice, 1970* (New York: Columbia University Press, 1970), pp. 127-42.

Alice H. Collins, "Consultation Method as the Base for a Family Day Care Service," paper presented at the National Conference on Social Welfare, Chicago, Ill., June 4, 1970.

Arthur C. Emlen and Eunice L. Watson, *Matchmaking in Neighborhood Day Care: A Descriptive Study of the Day Care Neighbor Service* (Portland: Tri-County Community Council, 1970).

Arthur C. Emlen, "Neighborhood Family Day Care as a Child-Rearing Environment," paper presented at the Annual Meeting of the National Association for the Education of Young Children, Boston, Mass., November 19, 1970. (To be published in *Young Children*.)

Alice H. Collins, "The Home-Centered Woman as a Potential Protective Service Resource," paper presented at the National Conference on Social Welfare, Authors Forum, Dallas, Texas, May 17, 1971.

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(c) assessment of the sources of dependence on the arrangement due to economic circumstances, family composition, and attitudes extrinsic to the particular arrangement; and

(d) analysis and description of change and stabilization of the arrangement over time.

Only a longitudinal study is sufficiently powerful to permit convincing inferences about the sources of stability, instability, and change in arrangements, and these will be dealt with more adequately in a subsequent report of an intensive panel study which was based on an independent sample of arrangements that were followed from inception to termination. The present report, however, is based on a preliminary study that was conducted in order to pretest and refine the development of scales to be used in the subsequent longitudinal study. The cross sectional study reported in this monograph is based on a sample of ongoing arrangements, each caught for a single picture at one point in its duration. Some arrangements were near their inception, most were well established, some near termination.

Though in the overall strategy of the Field Study this preliminary study was designed to serve pretest purposes for the longitudinal study, the research we are about to report did produce important substantive results based on interview data from 104 pairs of caregivers and care users. Conducted on an independent sample, it represents a careful study in its own right. Chapter Two will describe the effort and our methods in some detail.

This preliminary study is of special interest because it makes two unique contributions. One stems from the fact that long-lasting arrangements are well represented in the sample. The median duration of these arrangements was six months at the time of data collection, and subsequent followup showed that over half of the arrangements lasted more than a year. Our subsequent panel or longitudinal study is based on a sample in which the median duration was three months. Thus, the present report differs from the longitudinal panel study in the longer duration of arrangements sampled.

This "pretest" sample is of special interest because it permitted us to compare two types of arrangements, namely, those in which the mother made an arrangement with a friend or acquaintance and those in which the mother turned to a caregiver whom she had not known previously. As one might expect, under these two differing conditions, the dynamics of the relationships involved were different and threw light on the nature of the bond that holds family day care arrangements together. Since the panel study was almost exclusively of arrangements made between "strangers", who had not known each other previously, the study reported here makes a unique contribution that is not duplicated by the subsequent report of the longitudinal study.

A More Detailed Statement on the Theoretical Approach of the Field Study.

Private Family Day Care -- an Emerging Type of Social Relationship for the American Family.

Subject to delimiting definitions stated in Chapters Two and Three, the universe for the Field Study--present report included--is the private family day care arrangement of working mothers for children under six years of age. Family day care occurs when the family reaches beyond its own kinship resources for assistance with the care and rearing of its children. The caregiver or "sitter" is a non-relative, who may be a friend or neighbor or acquaintance or even a stranger, though probably a local one who lives in the same general neighborhood. The child goes out of his home usually for several hours of the day or evening, with the care taking place in the home of a family other than his own, hence the term "family day care".

Of the children under six of working mothers, approximately twenty percent may be found in child care arrangements of this kind (Low and Spindler, 1968). Most of these arrangements are privately contracted by the mother and the sitter without going through a social agency or organized child care service. They negotiate the pay directly with each other, and the amount is apt to be close to the "going rate" for such day care in the local babysitting market.

The full-time working mother's use of non-relatives for supplemental child care for the child under six has become as prevalent as the use of relatives. This is true both of care at home and of care out of the child's home. This comparability can be seen from the figures of Low and Spindler (1968, p.71).

	In Own Home	In Other Home	
By relative (other than father)	18.4%	17.6%	74.1%*
By non-relative	18.5%	19.6%	

*(The other 25.9 percent of this population of children are cared for as follows: 10.3% by father, 6.7% by mother herself while working, 7.7% at a group care center, and 1.2% by other.) What we see here is that the

magnitude of out-of-home care by non-relatives, that is "family day care", rivals the kinship system of child care for the full-time working mother.

Yet, whether a mother and her non-relative "sitter" are friends or strangers when the arrangement begins, they have few clear cultural patterns to guide them. Were this an arrangement between relatives, child care within the extended family, then kinship norms might prescribe what to do; but when child care is found outside the family, then the roles of day care user and day care giver are created out of a mixture of available norms and expected behaviors. There are some analogies to kinship, but to some extent family day care is also a substitution for the use of relatives, involving as it frequently does, a preference for kith over kin.

Family day care combines geographical accessibility with the controlled social distance of the neighbor, yet has the freedom of doing business with a stranger and carries the expectations of a businesslike relationship involving the purchase of service. It may also start from or involve the development of friendship for the members of the two families. Indeed, so varied are the possibilities for the values and social structures of the family day care arrangement that it should not be thought of as homogeneous in nature but as coming in a variety of types. In our study it was expected that the sources of satisfaction and dissatisfaction for mothers and sitters would be different for "extended family"-like arrangements between friends from the more businesslike arrangements contracted within the same general neighborhood between comparative strangers. For background on relations between kin, neighbors, friends, and business partners see References and Selected Bibliography.

The Stability of the Arrangement as a Social System

The family day care arrangement was viewed as a temporary, open-boundaried social system that is created, modified, maintained, and terminated primarily through the actions of the mother and the sitter. In a preliminary way this report also identifies some of the sources of stability and instability of family day care arrangements. Not only are there specific satisfactions and dissatisfactions with the arrangement, but also there are life circumstances which are external to the particular arrangement, such as stability of job and residence, which may affect the duration of the child care arrangement.

Viewing the family day care arrangement as a social system focuses attention on the sources of its stability and instability. First of all, the day care arrangement is intended as a temporary form of organization contingent upon the economic and social purposes for which it is created. So its existence is at least as precarious as the combined stability of residence of both the mother and the sitter, to say nothing of how long the mother keeps her job or continues in the work role. The parties to the day care arrangement do not have full control over such external sources of discontinuity for the arrangement. Arrangements are influenced too by the hours and patterns of employment and by how these can be accommodated by the mother and sitter, as well as by whether plans can be integrated into the family life of the two separate households. The child also affects what the arrangement is like and how long it will last; an older child, for example, may become the main channel of communication between mother and sitter. Ultimately, however, the child affects the stability of the arrangement through how his behavior and adjustment are perceived and evaluated by the two principal adults, the parties who contracted the arrangement. The heaviest burden for the creation and maintenance of the arrangement falls on them.

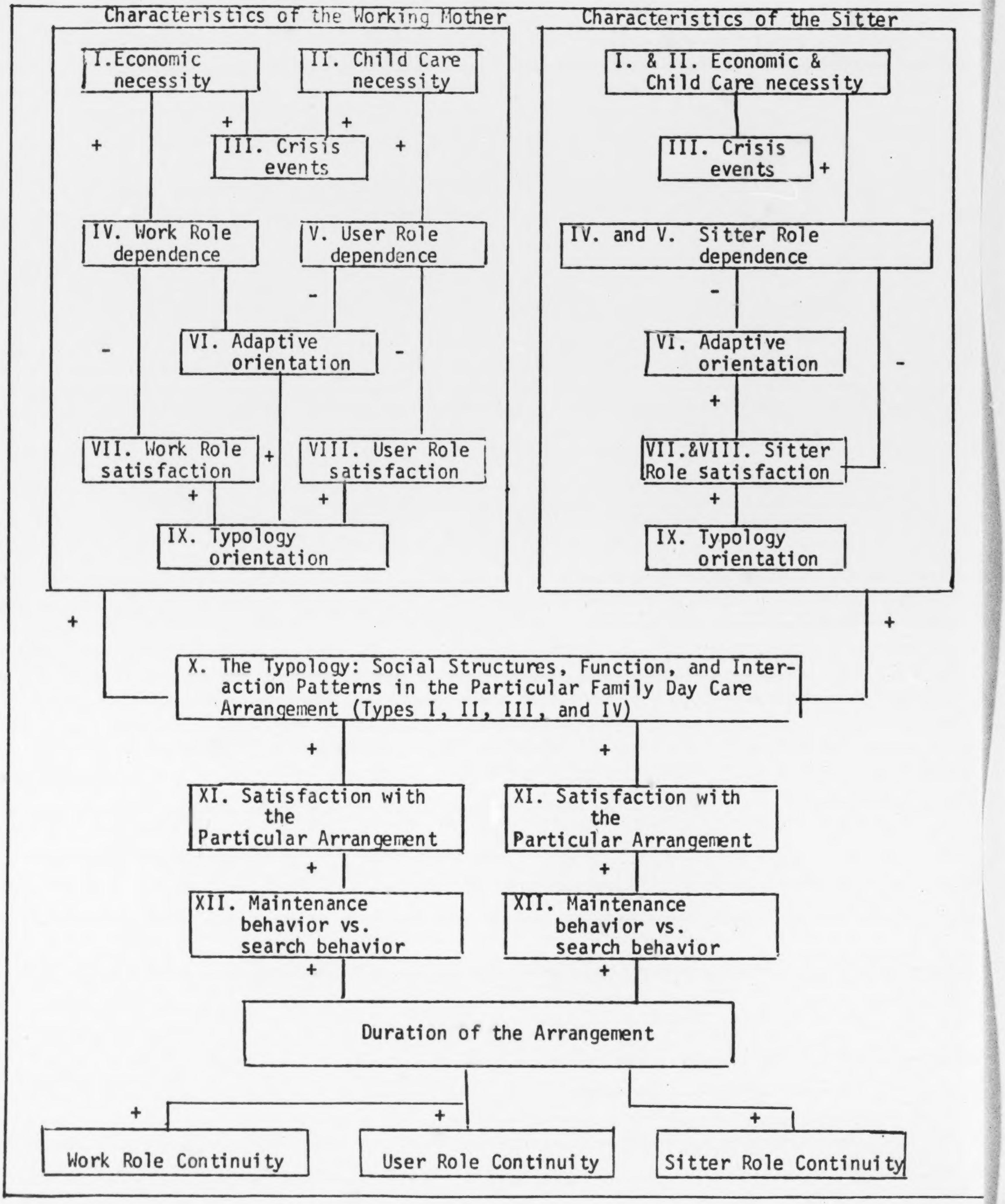
Social Exchange as a Framework for Studying Mother-Sitter Interaction.

For this reason, the study concentrated on how the arrangement was perceived and evaluated by the mother and by the sitter. The literature on social exchange (Homans, 1958; Thibaut and Kelly, 1959; Blau, 1964) was turned to as a general guide in developing a comprehensive model of social interaction in dyadic relationships, as well as the work of Nye (Nye and Hoffman, 1963) on the roles and satisfactions of the working mother.

At once an economic exchange of money for services and a social exchange of great complexity, the transaction between mother and sitter requires not only that they communicate the norms and mutual expectancies that the culture has not made clear; they also must evaluate their need for the arrangement, their ability to get along in it, and their satisfaction and dissatisfaction with diverse aspects of it. Their evaluations of the situation, if sufficiently detailed and complete, provide us with a way of assessing the state of the interpersonal system they have created and even of predicting subsequent behavior within the arrangement. Thus the report describes how arrangements are perceived and evaluated not only by the mothers who use them but also by the "sitters" or caregivers.

More specifically the report identifies the sources of satisfaction and dissatisfaction with the child care arrangement. What do mothers and sitters expect of one another and how satisfied are they with their arrangements and the many-faceted relationships involved? The report tries to answer the question, "What are the most salient potential sources of satisfaction and dissatisfaction for mothers and sitters?" For the

Box 1.2 Diagram of Expected Relationships


Characteristics of the Working Mother
I.Economic necessity
II. Child Care necessity
III. Crisis events
IV. Work Role dependence
V. User Role dependence
VI. Adaptive orientation
VII. Work Role satisfaction
VIII. User Role satisfaction
IX. Typology orientation
Characteristics of the Sitter
I. & II. Economic & Child Care necessity
III. Crisis events
IV. and V. Sitter Role dependence
VI. Adaptive orientation
VII.&VIII. Sitter Role satisfaction
IX. Typology orientation
X. The Typology: Social Structures, Function, and Interaction Patterns in the Particular Family Day Care Arrangement (Types I, II, III, and IV)
XI. Satisfaction with the Particular Arrangement
XI. Satisfaction with the Particular Arrangement
XII. Maintenance behavior vs. search behavior
XII. Maintenance behavior vs. search behavior
Duration of the Arrangement
Work Role Continuity
User Role Continuity
Sitter Role Continuity
+
-

mothers is it the adjustment of the child, the sitter's concern for the child, or the possessiveness of the sitter? For the sitters is it the adjustment of the child, the mother's concern for her child, the long hours of child care, or the planfulness of the mother? Perhaps more important for policy and planning, however, is the aim of the study to identify some of the economic, social, and social psychological conditions under which mothers and sitters will make arrangements with which they will be satisfied.

A more explicit statement of how the subject was approached is the diagram presented in Box 1.2. The diagram shows the domains of behavior that we attempted to measure and the relationships we expected to find. The diagram is taken without modification from the original model that was formulated prior to the collection of data (Progress Report No. 2, Nov. 1, 1967). This conceptual mapping of expected relationships derived in part from the general theoretical literature on social exchange and in part from a pilot effort to conceptualize and measure what experience told us were the relevant variables to consider in understanding those forces within and impinging upon the family day care arrangement. These forces include "hard-variable" social and economic circumstances as well as their perception and evaluation by the two principal partners to the arrangement. In gross terms, some domains were characteristics that a working mother or a sitter would take to any arrangement she might make, while other domains were concerned with social interaction within the particular arrangement. When we came to the measurement of satisfaction with this particular arrangement, a much more detailed attempt was made to measure a variety of specific sources of satisfaction with the arrangement.

CHAPTER TWO - WHAT METHODS DID WE USE IN CONDUCTING THE STUDY?

This chapter describes and evaluates the methods we used in the study. It tells how the sample was obtained, as well as how the measures were developed and used.

The purpose of this chapter is to alert the reader to the strengths and limitations of the study which should be kept in mind in evaluating the reported results and in generalizing from them. Described in the chapter are the kinds of data obtained, the kinds of statistical analyses conducted and the kinds of sampling procedures used. First let us look at how our sample of family day care arrangements was obtained and what kinds of bias were and were not introduced. The demographic characteristics of the sample are described in Chapter Three and compared with known probability samples where possible.

Sampling Frame. It is important to point out that our sample was not a probability sample of working mothers in the Portland Metropolitan Statistical Area. It was, however, a fairly successful sample of ongoing private family day care arrangements of white, urban working mothers with at least one child under six years of age from a broadly representative cross section of occupations that are found where large numbers of working mothers are employed. It is difficult to specify precisely how representative our sample was because the few existing probability samples permit comparisons that are only roughly comparable. What we have been able to do is to describe our sampling procedures, to describe the characteristics of the sample, and to discuss some impressions gained from available comparisons from other samples. The following points need to be made regarding how the sample may have been influenced by the sampling procedures.

Screening Through Maternal Employment This sample of 104 private family day care arrangements was obtained through the working mother rather than the caregiver. Working mothers were contacted through places of employment by means of a one-page screening questionnaire that was disseminated through the employers, personnel managers, and sometimes through unit supervisors to women employees who were known to have children. According to most employers, this was an almost universally known characteristic, whether by computers (in large banks), by personnel managers from their records, or by unit supervisors through personal acquaintance with the women under them. Where information about the children was not known, the screening letter was distributed to all women employees.

Employers were cooperative in distributing the forms within their organizations, but the process by which they were disseminated prevented us from making an accurate count of the total number distributed to potential respondents as a base for assessing the number of returns. Many more forms were left with employers than actually were received by potential screening respondents, and it was impossible to retrieve all of the unused forms. Because of this difficulty, we had to rely upon saturation efforts within the largest organizations serving as sample sources.

The screening letter (see Box 2.1) was addressed to the working mother who was asked to check the type of child care arrangement she was using and the ages of her children. Stamped envelopes were provided so

Box 2.1 ORIGINAL PRETEST SCREENING LETTER AND QUESTIONNAIRE

FIELD STUDY OF THE NEIGHBORHOOD FAMILY DAY CARE SYSTEM
2856 NORTHWEST SAVIER
PORTLAND, OREGON 97210
TEL. 228-7263

Dear Working Mother:

We are making a study of the difficulties that working mothers have in finding babysitting arrangements. We need your help and would appreciate your answering the questions on this page. Your answers will be kept strictly confidential. Some names will be drawn for an hour's interview about the difficulties working mothers have in arranging care for their children. If your name is drawn, we hope you will be willing to talk with us.

Name:______________________________ Tel. No.______________

Address:____

1. How old are your children? Please circle age for each child (If you have two children the same age, circle that number twice.):
Under 1, 1 2 3 4 5 6 7 8 9 10 11 12 13 14 or over

2. What job do you now have? (For example, waitress, secretary, etc.)

____

3. What kind of child care arrangement do you have?

____a) Child stays at the home of a neighbor, friend, or sitter who is not a relative.
____b) Child stays at the home of a relative.
(What relation?______________________)
____c) Child stays at day care center or nursery.

____d) Child stays at home and is cared for by my husband.

____e) Child stays at home and is cared for by an older brother or sister.

____f) Child stays at home and is cared for by a relative.
(What relation?______________________)
____g) Child stays at home and is cared for by a sitter or housekeeper who comes in.
____h) Other (Please explain:______________________________

____)

Thank you for your help.

Sincerely,

Arthur C. Emlen, Ph.D.
Project Director

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that the respondent did not have to reveal to her employer what type of child care arrangement she was using.

Places of Employment The sample was obtained from the sources shown in Table 2.1. Employers employing large numbers of women at different occupational levels were selected in an effort to obtain a wide range of occupations. In Chapter Three it is shown that these occupations cover nearly the full range of the socioeconomic status; however, the sample does underrepresent service workers and domestic workers. The sample is probably somewhat biased in favor of those kinds of industries that employ large numbers of women, although the sixteen miscellaneous employers listed in Table 2.1 help to counterbalance this bias. For pretest purposes the range and diversity of occupations which was achieved in the sample was important, but the lack of probability sampling should be kept in mind in trying to generalize from our sample.

Table 2.1 SAMPLE SOURCES

Telephone Company	29
Bank	16
Electronics Firm (suburban)	10
Mail Order Store	9
Hospitals (3)	13
Employment Services (3)	8
Welfare Department	3
Miscellaneous	16
	N = 104

Income Our sample appears to conform quite closely to the distribution of income for white, western working mothers according to census figures (Low and Spindler, 1968). The comparison is shown in Chapter Three, Box 3.2. Income was defined as total family income from any source; thus there were welfare recipients in the sample who were working and receiving supplemental welfare benefits.

Types of Child Care Arrangements The results of this sampling procedure are shown in Box 2.2. The ratio of family day care arrangements to other types of child care, usually in the child's home, was approximately 1 to 2.* In Chapter One we saw that a one-third proportion of family day care arrangements is more than one would expect based on national percentages for this type of arrangement, but we have no way of knowing to what extent this represents a sampling bias or a regional difference.

Ages of Children Among the family day care arrangements, 27% had no child under six in the arrangement; 73% did. This figure is about what one should expect from national percentages; family day care is used primarily for children under the age of six. In contrast with the total population of children of working mothers, 31% of whom are under six, census data show that 61% of family day care children are under six years of age. (These figures are adapted from Low and Spindler, 1968, as discussed in Matchmaking, Emlen and Watson, 1970, p. 59) A third (34%) of the mothers in our sample had children both over and under the age of six (see Chapter Three).

Private vs. Agency Family Day Care The screening eliminated two agency-supervised family day care arrangements. This proportion, 167 to 2 of private vs. agency family day care arrangements is comparable

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*In making this calculation the 42 responses to "other screening efforts" were not counted because the procedures were biased to obtain family day care arrangements. Thus we have 167 eligible family day care arrangements less the 42 just mentioned, plus 92 ineligible family day care arrangements, for a total of 217 family day care arrangements as compared to 443 other forms of care.

Box 2.2 SAMPLING FRAME, SCREENING, AND SAMPLE LOSS

712 Responses to screening letter addressed to working mothers at places of employment

+42 Responses to other screening efforts (Welfare Department and personal referrals)

-52 Cases not needed; found too late to be used in study

702 Pool of cases identified by sampling frame as involving maternal employment and screened regarding type of child care arrangement

Ineligible for sample: cases did not meet criteria for sample:

443	not family day care
59	no child under age 6 in arrangement
15	mother no longer working; arrangement terminated
10	mother not white; stratified sample
6	arrangement involved less than 10 hours per week
2	agency-supervised family day care arrangement
535	

167 Eligible for sample: working mother with current private family day care arrangement for children under 6 years of age

Sample loss:

12	could not locate; arrangement possibly terminated
7	interviewers' inability to make contact
24	mothers refused to be interviewed
20	sitters refused to be interviewed

104 Sample interviewed; paired cases with complete data based on interviews with both the mother and her sitter.

to proportions found in other probability samples of such arrangements (Ruderman, 1968).

Regular Arrangements Although only six arrangements were eliminated from the screening as involving less than 10 hours of care per week, most of the arrangements in our sample are of full time working mothers and for full time care. Data on this are presented in Chapter Four. Ours is a sample of regular arrangements for purposes of maternal employment. Private family day care arrangements are, of course, used for many other purposes. (See Matchmaking, Emlen and Watson, 1970.)

Race It should be noted that a small number of non-white respondents were not included in the 104 arrangements presented in this report in order to avoid problems of data heterogeneity and invalidity which could not be handled statistically due to the small number of cases involved. The paucity of non-white respondents reflects Portland's small percentage of non-whites, especially within the occupations sampled at the time of data collection.

Attitudes: Refusal Rate as a Source of Bias Of the 167 working mothers whose family day care arrangements were eligible for the sample we suffered a 14% "refusal" rate from mothers and a 12% "refusal" rate from the sitters before we were able to obtain a sample of 104 paired cases of complete data based on interviews with both the mother and her sitter. Since this was to be a study of the interaction between mothers and sitters complete paired-data cases were essential. There is no question, however, but that because of the refusals our sample slightly under represents those mothers and sitters who for one reason or another would be resistant to being interviewed. While these "refusals" did not usually involve a flat refusal, the respondents' reluctance was a match for the interviewers' persuasive powers and this source of bias cannot be overlooked. While it might not bias the preference data, for example, that is, whether the respondent preferred family day care to other forms of day care, it could possibly bias the satisfaction data which involve a respondent's report of how happy she was with various aspects of the arrangement. It is possible that some of the arrangements lost were among the less favorable or less presentable examples of day care, and the respondents probably were among those who were reluctant to show and discuss their arrangements.

Duration of the Arrangement The median duration of the arrangement of the sample was six months at the time of data collection, and subsequent followup showed that over half of the arrangements lasted more than one year. The fact that long-lasting arrangements are well represented in this sample is in part an artifact of sampling from ongoing arrangements. Any sampling frame that yields ongoing arrangements is more likely to include stable arrangements, while sampling frames that locate terminated arrangements or beginning arrangements are more likely to pick up those people who either made arrangements for the short term or who tend to experience repeated turnover in arrangements. For example, in our longitudinal study of new arrangements the median duration of the arrangement was three months. (The same kind of consideration applies to the stability of work patterns. Census data, for example, represent working mothers with stable patterns of work, i.e., women who worked at least 27 weeks during 1967 while 21% of our sample had worked less than 6 months at the time they were interviewed.) Thus, the present study sampled heavily from the universe of relatively stable, successful arrangements. In part, this also may represent a bias favoring people who are apt to make successful arrangements; however, one cannot necessarily make that assumption.

Variation in Time of Data Collection An important limitation of this study is that data are cross sectional and not longitudinal. The arrangements varied in duration at the time of interview and data collection from several days to several years. This was desirable for pretest purposes in order to have data representing various stages of the arrangements, so that the attitude scales when constructed would have stability for the longitudinal study. This does pose problems, however, in interpreting the meaning of satisfaction measures, for example. Thus a satisfaction score can represent individual differences brought to the arrangement but also changes in attitude brought about within the arrangement. For such reasons caution should be used in imputing causal interpretations to the data. The present study concentrates primarily on the question of what are the important sources of satisfaction and dissatisfaction for mothers and sitters, and for this purpose the data collected served very well.

What Kinds of Measures Did We Use?

The data used in this study were obtained in the context of an interview situation. Data were obtained separately from the users and givers of family day care by independent interviewers. No conferring was permitted between mother interviewers and sitter interviewers, and emphasis was placed on maintaining confidentiality of interview material from the other party to the arrangement as well as from employers, social agencies, and the Internal Revenue Service. Interviews usually took place in the home or place of work. Occasionally husbands were present and in some cases did influence respondents' answers to questions.

A few parallel measures were developed for mothers and sitters. Sometimes these took the form of scales of identical or similar items, such as the scale item "she is one of my closest friends"; usually, however, complementarity rather than similarity was sought, involving sub-domains appropriate only to the giver role or the user role, e.g., sitter's approval (or disapproval) of mother's discipline and mother's complaints about sitter's possessiveness.

For each party to the arrangement measures were classified as either "general items" or "this arrangement" items. The "general domains" were life circumstances or general opinions that a working mother or caregiver would take to any arrangement she might make, while the "this arrangement" domains included both descriptive characteristics of, and attitudes toward, the particular arrangement. In the family day care arrangement three relationships are principally involved--between mother and child, between sitter and child, and between mother and sitter--and satisfaction with each of these dyadic relationships was measured.

Several different kinds of data form the basis of this study. Wherever possible at least two different kinds of data were employed in the measurement of each conceptual domain or subdomain. With different methods of measuring the same things it was possible by comparing correlations to establish at least partially the construct validity of some of our concepts. In the presentation that follows the five different kinds of data are presented, showing how they were developed and used in the study.

Demographic items and demographic factor scores.
Self-report attitude scales constructed from respondent card sort of large pool of items.
Interview responses to open-ended questions.
Respondent's questionnaire self-report of day care behavior in this arrangement.
Interviewer ratings.

Demographic Variables and Demographic Factor Scores

Two kinds of demographic data are used in this report. Chapter Three describes the sample in terms of "hard variable" characteristics of the lives of the mothers and sitters, such as age, marital status, family size, age of children, family income, education, occupation, job stability, and residential stability. Fourteen demographic indices were developed from these separate variables by means of factor analysis, and the factor scores on these indices were used in a number of subsequent analyses.

Just as a socioeconomic status index provides a useful measure of something more than either education or occupation considered separately, so indices of other objective life circumstances may be created that combine the original information in a useful and meaningful manner. For example, a measure of the stage of family development tells more about the complexities of family composition and ages than could any single variable (Schorr, 1966; Duvall, 1957; Hill and Rodgers, 1964).

With a factor analysis of the demographic data for both the working mothers and their sitters in 104 family day care arrangements, it was possible to reduce 45 demographic variables to 14 such indices. That a manageable and conceptually useful set of indices resulted from this data reduction may be seen in Box 2.3. Rotated factors emerged

Box 2.3 PARALLEL DEMOGRAPHIC INDICES RESULTING FROM FACTOR ANALYSIS OF MOTHER AND SITTER DEMOGRAPHIC VARIABLES

Domain	Mother Factor	Sitter Factor
Socio-economic Status (education & occupation)	F-IV	F-I
Stage of Family Development	F-II	F-XIII
Family Intactness and Family Income	F-V	F-VIII
Stability of Residence and Job	F-X	F-IX
Role Continuity: As Working Mother	F-VI	
As Caregiver		F-XII
Economic Exchange in Day Care:		
Amount of Day Care Expense	F-XI	
Amount of Day Care Business		F-III
Child Care Necessity (No. of children under 6)	F-III	
Complementarity of mother's job hour need for flexibility and sitter's supplementary child care resources		F-XIV

which were similar for mothers and sitters. Since the factor structure was simple, clean, and interpretable, the factor scores were used as data in subsequent analyses. The details of this analysis, which are shown in Appendix A, include the Varimax factor pattern, the latent roots, and the communalities.

It should be pointed out that some of these demographic factors represent antecedent, distal conditions that mothers and sitters would bring to any arrangement they happened to make and that would influence their attitudes toward day care in general and their interaction within any particular arrangement. Other factors, such as the amount of day care business, are concurrent with the ongoing arrangement and are more subject to change. The amount of day care business, for example, will be treated in Chapter Five as a dependent variable in a causal model in which path analysis is used to show how SES and family income as two distal variables lead to perceived expressive need and economic need to babysit which in turn have direct effects upon the amount of day care business that a sitter will undertake.

Attitude Scales

The attitude data represent a lengthy process of scale development which is summarized in Appendix B. During the interview, respondents expressed their degree of agreement or disagreement with a large pool of items presented to them on cards. The aim here was to investigate mother and sitter attitudes in quite concrete and specific terms by means of responses to standardized statements about their own attitudes and circumstances. These "response data", then, were self reports by which the mothers and sitters said how they evaluated their work and economic circumstances, their day care roles, and their relationships within the family day care arrangement. This approach permitted incorporating a rich variety of attitudinal detail within a measurement framework that corresponded to the conceptual domains described in Chapter One.

Factor-analytic procedures were used to construct discrete and internally consistent scales. The attitude scale scores used in subsequent analyses were not factor scores, as with the demographic data, but the additive sums of the items on the scales. The complete scales are shown in Appendix B along with their reliability coefficients (Cronbach's Coefficient Alpha).

Attention was paid to four major kinds of evaluations of the arrangement by the working mother and her sitter: (1) (*satisfaction*) the major sources of satisfaction and dissatisfaction that arise for mothers and sitters both from within the particular arrangement and from circumstances external to the arrangement; (2) (*dependence*) the kinds of constraints which mothers and sitters feel themselves to be under in making their arrangements, both with respect to their work roles and to their roles as users and givers of care; (3) (*adaptive orientation*) their orientation toward management of their interpersonal relations within the family day care arrangement; and (4) (*typology*) their expectations in looking for an arrangement of a preferred kind. The measurement effort which was reasonably successful, is shown in Boxes 2.4 and 2.5.

The chapters of this report focus primarily on two questions:

(1) What are the sources of satisfaction and dissatisfaction for the users and givers of family day care?

(2) Under what conditions will they be satisfied or dissatisfied with the arrangements they have made?

The attitude scales provided the principal source of data by which these questions were investigated, with other kinds of data being used to validate findings through parallel analyses and multi-method correlations.

Several kinds of statistical procedures were used to answer the above two questions, and each procedure provides a slightly different way of operationalizing the questions and the answers. The aims and limitations of each statistical procedure deserve some attention:

Factor Analysis of Domains How valid is it to say that the scales themselves represent the important sources of satisfaction and dissatisfaction? Because they were derived from factor analyses, the scales represent discrete domains; no scale contains items that had high factor loadings on another scale. The most important limitations to keep in mind are the need for replication of the factor structure and resulting scales using independent samples, and the need to extend the completeness of the set of scales. How exhaustively we covered the possible sources of satisfaction and dissatisfaction in family day care depends on the adequacy of the theoretical model that was used in generating the items as well as how well we sampled the universe of possible items. An effort was made to represent the various faces of dyadic interpersonal relationships as suggested by the work of Thbaut and Kelly (1957) and Blau (1964) as well as to include items that practical clinical experience and observation told us were important. At best, however, one can lay claim only to having made a good start

Box 2.4

ORIGINAL CONCEPTUALIZED DOMAINS FOR ITEMS IN MOTHER SCALES

								This Arrangement		
Factor order for scale		Work role satisfaction	Work role freedom	User role freedom	User role satisfaction	Adaptive orientation	General typology	Satisfaction	Typology	# of domains represented on this scale
3	Prefer work role	X								1
14	Feeling people disapprove of mother's working	X								1
7	M's job sat. and market advantage	X	X							2
4	M's economic need		X							1
11	M's disadvantage sitting market			X						1
6	M's general confidence in sitters			X	X					2
15	Child gets along with any sitter			X	X					2
10	Need for flexible sitter			X		X				2
13	Guilt child's adjustment				X					1
5	M: S. do what M. say					X	X			2
12	Reluctance to interfere					X	X			2
16	Prefer businesslike relationship						X			1
9	Playmates reason for TA						X	X	X	3
1	Sat. S's concern for child							X		1
8	M's complaints about S's possessiveness							X	X	2
2	M: inter-family closeness								X	1
# of scales relating to this domain:		3	2	4	3	3	4	3	3	

Box 2.5

ORIGINAL CONCEPTUALIZED DOMAINS FOR ITEMS IN SITTER SCALES

						This Arrangement		
Factor order for scale		Giver role satisfaction	Giver role freedom	Adaptive orientation	General Typology	Satisfaction	Typology	# of domains represented on this scale
4	Expressive needs met	X			X			2
12	Role strain	X		X				2
3	S. econ. need		X					1
11	S's market disadvantage		X	X				2
13	S. restricts hours		X	X				2
6	Only certain children		X	X	X			3
9	S. power			X				1
8	Disapproval of M's working			X	X			2
5	Approval M's discipline			X		X		2
7	Dissat. M's long hours			X		X		2
10	Emotional Drain				X	X	X	3
1	Sat. M's concern for child					X		1
14	S. sat. child's adjustment					X		1
2	S: inter-family closeness						X	1
# of scales relating to this domain		2	4	8	4	5	2	

in approximating the desired degree of completeness. In developing the scales we were guided, as well as limited by, the formulation of relevant domains shown in Chapter One.

Level of Satisfaction (Means and standard deviations; percentages). Chapter Seven describes how satisfied the mothers and sitters were by looking at the mean scores for the scales and at the percentages of individuals who agreed with individual items within the scales. This provides us with a measure of the level of reported satisfaction for each source of satisfaction or dissatisfaction. Indirectly it also tells us in which particular ways mothers and sitters were successful in making arrangements with which they could report satisfaction. Some of the problems of response bias are discussed at the end of Chapter Seven.

Sources of Variance in the Respondent's Global Self-Rating of Satisfaction with the Arrangement. (r's and R^2's) A different way of operationalizing the concept of sources of satisfaction is provided in Chapter Eight by examination of the correlates of a respondent's global rating of satisfaction with the arrangement. The size of the correlation between the global rating and the specific sources offers a measure of the degree to which each source is a salient source of satisfaction for the respondents. However, since many of these sources of satisfaction are intercorrelated, stepwise multiple regressions were preformed on sets of predictors with the global rating as the dependent variable. The use of multiple regression also provides a way of seeing how much of the variance of global satisfaction can be accounted for by the various specific sources that were measured.

Inter-correlated Clusters of Satisfaction (r's) There is a further kind of inference that can be made about the important sources of satisfaction and dissatisfaction from the way in which they cluster. If the patterns of intercorrelations cluster around one focal variable, then this may lead to a theoretically useful and more economical interpretation of the importance of that variable. This is what happens in Chapter Nine in relation to two focal variables: "Sitter's strain from competing requirements of family and sitter roles" and "Sitter's feeling that caring for this mother's child is an emotional drain." Again, an analysis of the correlates of these two focal variables and multiple regression prediction of them identify certain mother and sitter circumstances and attitudes that contribute to sitter's dissatisfaction in these important areas--role strain and emotional drain.

The use of step-wise multiple regression is of course subject to methodological limitations of which the reader should be aware. The small size of the sample, the relatively large number of variables involved, and the possibilities for capitalizing on chance mean that the results may not be stable under replication with new samples. Therefore, in this study we have interpreted the results of the multiple regressions in a very limited way, taking our purpose to be simply one of identifying relevant variables that deserve special attention because they appear to be making independent contributions to reported satisfactions with the arrangement. The attention these variables deserve is as candidates for further efforts to build an adequate model of the character and structure of family day care arrangements that are satisfactory to both mothers and sitters.

The Consequences of Satisfaction (r's and path coefficients) A further means of assessing the relative importance of various sources of satisfaction and dissatisfaction is to examine their consequences for the stability of the arrangement. This involves making the causal inference that certain satisfactions and dissatisfactions not only are correlated with the duration of the arrangement but may be regarded as possible sources of stability or instability of the arrangement. This approach is taken in Chapter Nine by means of a path analysis showing how role strain, emotional drain, and degree of friendship between mother and sitter contribute to the ultimate duration of the arrangement differently for "friends" and for "strangers". Again these findings are suggestive at best for reasons already stated, and they do not account for a large proportion of the variance in duration. A cross-sectional study is not a strong position from which to make the causal inferences we expect to be able to make from our longitudinal study of family day care arrangements.

The above five ways of analyzing the importance of different sources of satisfaction and the conditions under which satisfaction is reported produced results that converge on a coherent set of conclusions which give one more confidence in the conclusions reached in the separate analyses. To speak of convergence of findings, however, means that one is relying on judgment and logical inference. Care has been taken in this report, therefore, to present both the data and the inferences so that they can be evaluated both by others and by us as we attempt to replicate the results on future samples. The study presented here was conducted in order to prepare for the longitudinal study, the design of which would permit more definitive conclusions.

Coded Responses to Open Ended Interview Questions

Since this was a pretest designed to try out different kinds of questions for use in the panel study, a number of open-ended questions were used. Responses to these questions were used by the interviewers during the interview to make ratings, and the responses were later grouped and tallied to establish coding categories for the panel study. The descriptive material obtained in this manner is of some value, however, and the results are reported without interpretation in Appendix C.

Self Report of Day Care Behavior in This Agreement

While the interviewer was making her ratings, the respondent was filling out a brief multiple-choice questionnaire concerning actual day care behavior. For example, how often mother was late picking up her child, or in whose home child gets along better. The agreement between the mother's and sitter's report was great enough that only one respondent's report was used as data. These data included characteristics of the respondent's experience and attitudes and are used only occasionally in this report.

Interviewer Ratings

After the first half of the interview, the interviewer made ratings on a seven-point scale of the respondent's satisfaction with, and dependence on, the family day care arrangement and regarding others of the various domains and subdomains that have been discussed. There were independent mother interviewers and sitter interviewers to prevent contamination of mother data and sitter data. Also the interviewer ratings were supposed to be made prior to the card sort so as to maintain independence of these two sources of data insofar as was possible, though on a few occasions this condition was violated.

In this report the interviewer ratings are used to provide corroborative evidence for the findings resulting from correlations among the scales. For example, in Chapter Eight a "multi-method, multi-trait matrix" (Campbell & Fiske, 1959) of correlations shows a convergence between ratings and scales designed to measure the same domains and a joint ability to discriminate between domains. In addition, Appendix D shows a canonical correlation between the set of satisfactions with the three dyadic relationships in this arrangement and the set of general role satisfaction and dependence domains. The results generally are consistent with other results reported in the main body of the report.

One additional kind of interviewer judgment deserves special attention. A descriptive typology of four types of family day care arrangements was developed for use by the interviewers and they were asked to rate each arrangement. "How much like a Type I?", Type II?, etc. The descriptions of the types which were developed from pilot efforts are given in Appendix E. These since have been revised in important ways, but are shown in the form they were used. The typology has had an important place in the research strategy as a way of maintaining a holistic perspective against which to assess the results of measurement effort which inevitably analyze phenomena into a multiplicity of dimensions and linear variables.

The typology led to partitioning the sample into two groups "Friends or Acquaintances" versus "Strangers" on the basis of how the arrangement began. The rationale for and validity of this partitioning are developed throughout the report.

Data Reduction and the Observed Vs. Chance Number of Significant Correlations

Partitioning the sample into two groups resulted in subsamples of unequal size:

n=39	friends or acquaintances
n=65	strangers

The decision was made to report correlations on the basis of equal magnitude rather than to the same level of statistical significance because our primary interest was in focusing attention on the strength of relationships between variables. Throughout this report r = .317 was chosen as the reporting level for all correlations for both groups (with the exception of Appendix E). This value of r is significant at the 5% level for friends and almost reaches the 1% level for strangers. (For r = .318 and d.f. = 63, $p<.01$). Thus, on the basis of chance alone, 5% of all possible correlations could be expected to reach our reporting level for friends and about 1% for strangers.

The number of significant observed correlations exceeded chance by twice for friends at the 5% level and by five times for strangers at the 1% level.

Correlations* out of 4278 Correlations	Friends Percent	 Number	Strangers Percent	 Number
Expected by chance	5.0%	213	1.0%	43
Observed	10.0%	426	5.7%	245

*Among 93 variables, consisting of:

30	scales
14	demographic factors
24	interviewer ratings
5	agreed upon characteristics of the arrangement
20	assorted response variables

The analyses of this report that involve correlation are based on these 93 variables. Usually, however, the analyses are carried out for one or two kinds of data at a time, except for cross-method validation. In subsequent chapters, when a set of correlations among scales is reported, all correlations at or above $r = .317$ will be shown from the intercorrelations among the 30 scales (including both mother scales and sitter scales).

Although the 93 variables reported were selected from a larger number of initially coded variables, the 93 are not the result of picking and choosing the "best" variables to discuss. Several stages of systematic data reduction took place as follows:

Among the scales no changes were made, except to reduce the original family closeness scale to a revised version containing precisely parallel items for mothers and sitters (see Chapter Six and Appendix B). All scales appear in this report.

Demographic data were reduced from 47 variables to 14 factors, all of which were used.

All of the interviewer ratings and major typology judgments are included. Although it was planned to discard the typology dimensions as being generally redundant to the overall typology judgments, one, Typology dimension 1, was retained in order to have a clear-cut family closeness measure within this validating method of measurement.

Interviewer ratings for theoretical domains were based upon the entire interview and reflected a great deal of careful instruction and training, as well as a parallel method of measurement. All major ratings were preserved along with the factor analytically derived indices, constituting the most stable variables of the study.

Also, all of the "agreed upon characteristics of the arrangement" were retained for analyses. These are the "hard" variable characteristics such as number of children under six of this mother, number over six years in this arrangement, hours per day, days per week, how long arrangement at time of interview (mean of mother and sitter reports).

The 20 assorted response variables include 2 global satisfaction ratings (mother's and sitter's) and 18 assorted variables. Most of these assorted variables came from the multiple choice sheets filled in by respondents while interviewers made their ratings after the interview questions but before the card sort. The dominant content of this set of items is daily behavior in the arrangement; is the mother on time; does the sitter have the child ready; how often does the mother ask about the child's day, etc. Both mothers and sitters were asked the same questions, and the degree of agreement was quite high. Therefore, a somewhat random selection, not based at all on correlations with other classes of variables of either mother or sitter items, was made.

The only class of data from which variable selection occured was single response data about specific aspects of the arrangement, the least general and least reliable class of data. Even here the selection was based on duplication and redundancy rather than on significance of correlations.

The Effort

This report concentrates on the presentation of findings. No descriptive case material is included because detailed description of selected cases is planned for the subsequent panel study report. In this preliminary report the validity of our results rests most heavily on the consistency of patterns found in the analysis of data as well as on the procedures already described in this chapter.

Yet it is also relevant to report the diligence that went into all phases of the study. Though it played a "pretest" role in the overall strategy of the Field Study, the present preliminary study benefitted from the two years that went into developing the conceptual framework, research design, and interview instruments. A full year was devoted to the collection of data during which mother and sitter interviews were randomly paired and randomly assigned to avoid confounding of interviewer differences with sample sources. There was careful training of interviewers, including reliability checks based on responses to taped interviews, regular group meetings usually on a bi-weekly basis to resolve problems of interpretation and to sustain interviewer orientations and morale, plus monitoring of all interview schedules and several interviews randomly selected for taping.

The factor analyses which led to the development of the measurement scales have been described in detailed reports which are available upon request and which are summarized in Appendices A and B. Finally, since the additional analyses of data undertaken for this report, as well as the writing of this report, suffered delays due to the demanding requirements of carrying out a longitudinal study, this also gave us additional time to analyze and digest the findings reported here and to reflect on their general consistency.

CHAPTER THREE - THE SAMPLE DESCRIBED

This chapter describes such basic demographic characteristics of the working mothers and their sitters as income; stability of residence, job and role; age; and stage of family development. A mutually advantageous fit is found between the needs of the young family of the working mother and the situation of the slightly older sitter whose "nest" is now partially empty.

What kinds of mothers and sitters are we talking about in this report? In answer to this question we describe the mothers and sitters in terms of basic life circumstances such as occupation, education, income, stability of residence, age, and family size. These are distal conditions which mothers and sitters would bring to any family day care arrangement they might make. We shall see that there are important differences in the life circumstances of working mothers and their caregivers, which lead to a mutually advantageous fit between them.

Race and Socioeconomic Status

First of all, the working mothers in our sample were white. Some attitudes toward child care arrangements differ by race (Emlen, 1970, p.132; Ruderman, 1968). The socioeconomic status of the working mothers ranged from 12 to 92 on the 100-point Reiss Socioeconomic Index for Occupations (1961) but 48% fell into a middle-class category consisting of the following occupations: nurse, medical-dental technician, bank teller, office machines operator, telephone operator. See Table 3.1. See census data in Box 3.1.

Table 3.1 and Box 3.1 Here

Table 3.1 SES of Working Mothers

S.E.I.*	Model Occupation	f	%
0-14	cannery workers	1	11
15-24	textile workers	8	
25-34	craftsmen	1	
35-44	salesclerks	19	20
45-54	bank tellers, telephone operators	46	48
55-64	secretaries	12	13
65-74	teachers	5	8
75-84	accountants	2	
85-over	physicians	1	
med. = 45-54 X̄ = 48		N = 95*	100%

*9 cases not coded

*Socioeconomic Index (Reiss Scale)

Box 3.1 FOR COMPARISON: CENSUS DATA ON OCCUPATION OF WORKING MOTHERS OF CHILDREN UNDER 14 (WEST U.S.A)*

Occupation Groups	Percent
Profess. mgr. etc.	19
Clerical	43
Sales	6
Craftsmen, etc.	11
Private household	2
Service Workers	17
Farmers & Farm	2
	100%

N = 1,016,000

*Low and Spindler, 1968

Education

A comparison of the education of mothers and sitters and of their husbands shows that the mothers had more education than the sitters and mothers' husbands more than sitters' husbands.

Table 3.2 Education of Mothers, Sitters, and Their Husbands

Education	Mother	Sitter	Mother's* Husband	Sitter's* Husband
some school	6%	19%	5%	21%
high school grad.	50	56	42	41
some college	30	20	36	18
college grad.	14	5	17	20
	100%	100%	100%	100%
	N = 103	103	101	104

*Divorced and widowed respondents were asked to answer questions concerning husbands whenever the information was known to them.

Income

The working mothers earned between $4,000 and $4,500 a year on the average while their family incomes averaged $9,000 annually. Despite the fact that more mothers had family incomes of over $10,000, the mean family income of the sitters was comparable to that of the mothers -- although earnings from sitting averaged a little less than $900 per year. Another way of putting this is that family income without the wife's earnings would be considerably less in the mother's than in the sitter's family. These figures reflect a sharply higher economic need to work among mothers than among sitters -- a difference which finds its counterpart in a number of attitudinal differences between mothers and sitters. For 91% of the sitters, their caregiving brought them less than $2,000 a year in earnings; for two-thirds of them it brought less than $1,000. A comparison of the income figures of our sample with census data is shown in Box 3.2.

Table 3.3 Earnings of Mothers and Sitters: Family Incomes of Mothers and Sitters

	Own Earnings (Annual)		Family Income (Annual)	
	Mother	Sitter	Mother	Sitter
Under $2,000	5%	91%	0%	5%
$2,000 < 4,000	27	8	4	10
4,000 < 6,000	59	1	27	18
6,000 < 8,000	9	0	16	25
8,000 < 10,000	0	0	17	24
Over $10,000	0	0	36	18
N = 103	100%	100%	100%	100%

Box 3.2 FOR COMPARISON: CENSUS DATA ON INCOMES OF WHITE, WESTERN WORKING MOTHERS OF CHILDREN UNDER 14 *

White, Western Working Mothers	Census (1964)	Our Sample (1967-8)
under $3,000	5.1	1.0
$3,000 to 3,999	5.0	2.9
$4,000 to 5,999	19.5	27.2
$6,000 to 9,999	38.7	33.0
$10,000 and over	31.8	35.9
	100%	100%

*Low and Spindler, 1968

Stability of Residence and Job

The relative stability of the lives of the mothers and sitters is summarized in Table 3.4 and then presented in greater detail in Tables 3.5 and 3.6. It may be seen that child care arrangements are less stable than residence or work patterns. Two cautions should be kept in mind about these data: (1) they refer to durations as of the time of the interview; thus, while 30% of the child care arrangements had lasted a year at the time of interview, a subsequent followup found that 53% had endured a year; and (2) the data here are as reported by respondents in interviews and are subject to the errors of memory.

Table 3.4 Here

Age and Stage of Family Development

What about age and stage of family development? Both mothers and sitters tended to be young adults, but the sitters tended to be several years older.

Table 3.7 Mean Age of Mothers and Sitters

	Mother	Sitter
mean	26.7	35.2
standard deviation	5.1	12.1

The sitters were also further along with their families. Table 3.8 shows that the sitter's stage of family development is past that of the mothers they sit for. Less than 30% had beginning families consisting of

Table 3.4 Summary of Stability Data

Stability Measure	Mother	Sitter
lived in Portland at least 3 years	78%	77%
lived in same neighborhood at least 3 years	57	60
lived at same address at least 3 years	39	47
husband held current job at least 1 year	78*	85*
mother held current job at least 1 year	66	
performed role as a working mother or as a sitter giving care at least 1 year	75	70
mother held current child care arrangement with this sitter at least 1 year	30%	

*percentages included cases in which the husband was unemployed or in which there was no husband

Table 3.5 Stability of Residence of Mothers and Sitters

Length of Residence	This Metropolitan Area		This Neighborhood		This Address	
	Mother	Sitter	Mother	Sitter	Mother	Sitter
Under 1 month	0%	0%	2%	0%	5%	1%
1 month < 6 months	2	0	9	3	14	8
6 months < 1 year	3	5	9	9	13	11
1 year < 3 years	17	18	23	28	29	33
3 years < 5 years	9	7	31	13	24	13
5 years < 10 years	14	21	10	21	10	16
Over 10 years	55	49	16	26	5	18
N = 104	100%	100%	100%	100%	100%	100%

Table 3.6 Stability of Work Patterns*

	How Long Current Job was Held by			How Long Mother Had Child Care Arrangement with this Sitter	How Long in Role	
	Sitter's Husband	Mother's Husband	Mother		Working Mother	Day Care Giver
Under 1 month	4%	0%	3%	13%	2%	1%
1 month < 6 months	4	14	18	39	12	14
6 months < 1 year	7	9	12	18	12	14
1 year < 3 years	26	21	33	30**	33	23
3 years < 5 years	8	16	12		13	14
5 years or more	51	40	22	—	28	34
	100%	100%	100%	100%	100%	100%
	N= 80	N= 67	N= 104	N= 104	N= 104	N= 104
No response, no husband or no job	24	37	-			

---

* All durations are as of time of interview during current arrangement.

** Includes 18% 1 < 2 years
12% 2 years or more

children under six; most of the sitters had at least partially emptied the nest. Most of the children of our working mothers were under six and most of their sitters no longer did have children under six.

Table 3.8 Stage of Family Development for Mothers and Sitters (Frequency of Own Children)

	Mothers	Sitters
No children of own reported	0	2
All children are under 6	66	30
Mixed: children both under 6 and 6 or over	38	34
All children at home are 6 or over	0	25
All children are 18 or over	0	13
	N = 104	N = 104

This is an important finding to which we shall return in Chapter Five where the motivations of the caregiver are considered. These data suggest an "empty nest" hypothesis; they suggest that in family day care we find a mutually advantageous adaptation -- a fit between the needs of the young family of the working mother and the slightly older family of a woman who has experience in giving child care and who wants to continue to give care to young children now that her own children are in school during the day or at least partially grown.

Family Size

Our sitters also had larger families than the working mothers who used them. Not counting those sitters whose children had left home, the comparison appears in Table 3.9. One would expect this partly because the sitters' families were older; it is, however, further evidence that family day care users use caregivers with considerable experience in rearing children and avoid using people who had not raised children of their own.

Table 3.9 Family Size for Mothers and Sitters

Number of Children Under 18	Mothers	Sitters
1	48%	27%
2	29	24
3	10	21
4	9	15
5	3	8
6	1	1
7		2
8		1
9		1
	100%	100%
	$\bar{x} = 1.9$	$\bar{x} = 2.8$

CHAPTER FOUR - WHAT KIND OF ARRANGEMENTS DID THEY MAKE?

Chapter Four describes some basic features of the family day care arrangement. Most important for the subsequent analyses in this report is how the arrangement began--whether as "friends" (or acquaintances) or as "strangers". This has consequences for the social relationship between mother and sitter. The chapter also establishes that family day care is a neighborhood phenomenon and a preferred type of care by its users.

This chapter describes the kinds of arrangements that the working mothers made with their caregivers. We deal here not just with characteristics of individuals but of a social arrangement and relationship between the two women. The chapter discusses whether the mother and sitter knew each other before and how the arrangement began, how far apart they lived, how many children per arrangement are found in family day care, and for how many hours a day. These are characteristics of the mother-sitter pair and set the stage for examination of the social exchange between them.

Number of Children Per Arrangement

In Chapter Three we looked at the family sizes of our sample mothers. Now the question is how many of the children were accommodated by the family day care arrangement. Since this is a study of the arrangement for children under six let us look at this age group separately and then consider the school age child. The working mothers, of course, all had children under six or they would not have been in the sample. All of the mothers' under-six children were in the family day care arrangement and all but 5 of the 29 mothers with children between the ages of 6 and 12 also used the same arrangement after school for their school-age children. For the 104 working mothers, all but 7 of their 184 children were accommodated by but one caregiver in a single arrangement and 5 of these 7 had older siblings available for in-home after-school care. These distributions are shown in Table 4.1.

Table 4.1 and Box 4.1 Here.

Thus although we see that the family day care accommodates most of the day care needs of the family day care user, most such arrangements involve but one or two children. The reason for this is that any out-of-home child care (including family day care, center care, or care by relatives out of the home) tends not to be used as the number of children in the family increases, while the reverse is found for in-home care (Low and Spindler, 1958, p.83). When a working mother has many children they are most easily cared for at home. It is worth emphasizing that if as a matter of national policy one were to expect family day care or center care to accommodate large families this would involve a departure from customary practice and would be unrealistic to expect without making dramatic efforts to overcome the inconvenience of it for the large family.

How Did the Arrangement Begin and Were the Mother and Sitter Already Friends?

The description of the sample cannot proceed without dividing the sample into two subgroups. This report describes and contrasts two types of private family day care arrangements: those made between friends who knew each other before the arrangement began and those who were strangers when they made the arrangement. This distinction involves a fundamental difference in the nature of the relationship between the mother and the caregiver. So let us look at how these terms were defined and why it was important to distinguish between the two kinds of arrangements. Of the 104 mother-sitter pairs 39 defined themselves as having been "friends

Table 4.1 Number of Mother's Children in This Family Day Care Arrangement by Age of Child

		Number Under 6			
		1	2	3	
Number 6 < 12	0	57	18	0	75
	1	13	4	2	19
	2	5	0	2	7
	3	2	1	0	3
		77	23	4	N = 104
		74%	22%	4%	= 100%

	1	2	3	4	5	
Total Under 12	57	31	9	4	3	N = 104

Mean number of children per arrangement:

Under 6	1.3
Under 12	1.6

Box 4.1 RUDERMAN DATA FOR COMPARISON

Our figures are fairly representative of the population of family day care users. Ruderman (1968, p. 284) reports eight area-probability samples of the child care arrangement of working mothers for which the distribution of number of children under 6 per family day care arrangement was as follows:

One	Two	Three	Total
70%	17%	12%	100%

Mean number of children < 6 in family day care: 1.4.

or acquaintances" when the arrangement began. Also by self report, 65 of the mother-sitter pairs were "strangers", whose contact with one another was in response to a classified newspaper ad or was engineered by a friend or some other third party acting in a matchmaking capacity.

The "friends" were not necessarily as close as the term implies, and the "strangers" were not aliens from another land, nor did they remain strangers for long. But as this study will show, the existance of a prior relationship introduced a different dynamic into the interaction between mother and sitter than that which developed when the arrangement began on a more purely contractual basis. So different were these kinds of arrangements that the two groups were analyzed separately.

Previous Family Day Care Experience

Arrangements between strangers were more likely between women both of whom had had previous day care experience, either as the users or givers of family day care. Among strangers, all of the first-time users or givers of care made arrangements with someone who had had previous day care experience, and 69% of the arrangements were where both parties had had previous experience. (See Table 4.2)

Mothers who used "friends" for sitters were not significantly newer to the role of working mother. (See Table 4.3) However, sitters who sat for "friends" were newer to the role of caregiver in family day care. (See Table 4.4)

Tables 4.3 and 4.4 Here

Table 4.2 Mothers' and Sitters' Previous Day Care Experience for Friends and Strangers

---

Previous Day Care Experience - Friends

		Mother's Previous Day Care Experience		
		None	Some	
Sitter's Previous Day Care Experience	None	5	13	
	Some	4	17	43%
				N = 39

Previous Day Care Experience - Strangers

		Mother's Previous Day Care Experience		
		None	Some	
Sitter's Previous Day Care Experience	None	0	11	
	Some	9	45	69%
				N = 65

69% > 43%; z = 2.64, p<.01

Table 4.3 Length of Time a Working Mother by How the Arrangement Began

Length of Time a Working Mother	How the Arrangement Began		
	Friends	Strangers	
Less than 1 year	23	27	
1 year < 3	41	28	
3 years or more	36	45	
	100%	100%	
	N = 39	N = 65	χ^2=1.98; n.s.

Table 4.4 Degree of Sitter's Professionalism By How the Arrangement Began

Previous Experience in Care Giving	How the Arrangement Began As Friends	 As Strangers
No previous experience	18	11
Previous arrangements only made directly with friends	9	2
Previous arrangements made through a third party	5	24
Previous arrangements made with strangers	7	28
	N = 39	N = 65

$\gamma = .58$
$\chi^2=26.33$; df=3, $p<.01$

Hours Per Day and Days Per Week Child is in Care in This Arrangement

Most of the arrangements in this study involved full time day care; for 88% it meant at least five days per week and for 70% it meant at least 9 hours per day in care. The differences between the "friends" and "strangers" groups are shown in Table 4.5 where it may be seen that arrangements between friends were somewhat more likely to involve fewer days per week and hours per day. This difference is at least partially attributable to the fact that mothers who use friends are somewhat more apt to do so as a supplement to the use of family members, while the use of strangers is likely to be the only arrangement made.

Table 4.5 Here

Family Day Care as a Neighborhood Phenomenon

One of the important characteristics of family day care is that for the most part it takes place within the working mother's own neighborhood. Seventy-two percent of the arrangements in this sample were in homes within one mile of the child's own home. This is not to say that most of the mothers and sitters regard themselves as "neighbors," since only 17% of the mothers and sitters lived next door to each other or across the street. Thus most of the mothers and sitters in the sample were not what we would call "close neighbors" but what we might call "near by" residents of the neighborhood. The sitter lives close enough in physical distance to be accessible and convenient for the mother; and at least by sight or by gossip the sitter is well enough known to be a familiar person, yet is socially distant enough for the maintenance of a contractual relationship.

Of course, being neighbors was one way in which our mothers and sitters became acquainted; thus a much large proportion of the arrangements between "friends" were within a block of home.

	Friends	Strangers
Within one block	47%	11%

For both friends and strangers, however, it is important to recognize that the frequency of sitters' homes declines steadily with ever increasing distances from the mothers' homes. Thus the cumulative percentage of arrangements increases in a linear relationship to the logarithm of the distance. See Figure 4.1.

Table 4.5 Hours Per Day and Days Per Week Child is in Care, For Friends and Strangers

		Hours Per Day			
	Days Per Week	Under 9 hrs.	9 hrs.	Over 9 hrs.	
FRIENDS	Under 5 days	6	1	2	9
	5 days	13	6	8	27
	Over 5 days	2	0	1	3
		21	7	11	N=39

		Hours Per Day			
	Days Per Week	Under 9 hrs.	9 hrs.	Over 9 hrs.	
STRANGERS	Under 5 days	1	0	2	3
	5 days	11	32	18	61
	Over 5 days	0	0	1	1
		12	32	21	N=65

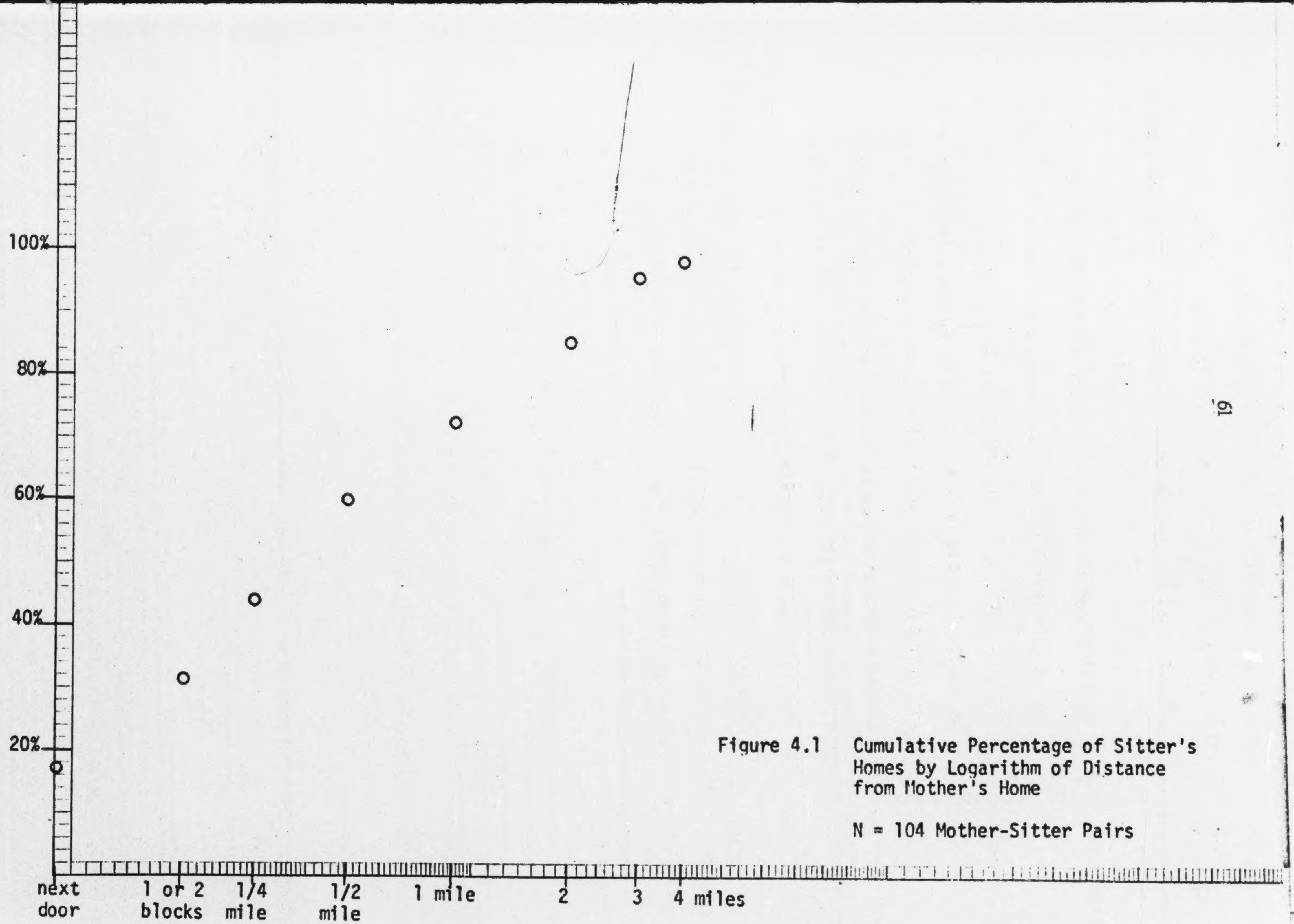


Figure 4.1 Cumulative Percentage of Sitter's Homes by Logarithm of Distance from Mother's Home

N = 104 Mother-Sitter Pairs

The distance data illustrate what Zipf (1949) refers to as the "principle of least effort" in human behavior. The importance of convenience in peoples' lives is easily overlooked or depreciated as a motive. Yet in many ways convenience issues recur and recur as crucial ones in making day care arrangements. Convenience for the working mother means short distance to travel, one child to get ready, a sitter who will accommodate flexible work schedules or long and irregular hours, a reliably available sitter who will respond to emergencies, modification of cost and easy method of payment. Matters of convenience, though highly individualized, are easily recognized and become necessary, though not sufficient, conditions for making a satisfactory arrangement. Though convenience ranked second to a good sitter-child relationship in what mothers reported wanting in an arrangement (See Appendix C) convenience factors appear to undergird the formation of all arrangements. It would appear that the mothers perceived benefits to the child as desirable, but convenience as a near-necessity.

The distance data also draw attention to the ecology of the private family day care arrangement, that is, its relationship to _its_ environment, which is the neighborhood. This is important not only for an understanding of why family day care arrangements may be found in large numbers, but also for discovery of ways in which one might intervene to improve the quality of care that is provided. In the matchmaking role of neighbors we believe we have found a way of reaching and assisting those who make private family day care arrangements (Collins and Watson, 1969; Emlen and Watson, 1970).

Preference for Family Day Care as a Type of Supplemental Child Care

An important characteristic of the working mothers of this sample is that most of them reported preferring the type of arrangement that they had. The importance of this fact, which has been discussed elsewhere (Emlen, 1970), is that it may correct the impression of some day care planners who assume that the users of private family day care would flock to day care centers if they were available. This study will report in some detail on specific sources of satisfaction and dissatisfaction with the family day care arrangement, and as we shall see, a fairly high level of satisfaction was reported on most measures. The preference data for these working mothers are fairly consistent with the general picture of the working mother who, all things considered, has made an arrangement with which she is reasonably satisfied. A stated preference is a special kind of global attitude that involves comparing alternatives. Seventy-two percent of the working mothers using family day care reported preference for family day care over group care in a day care center in response to the item, "I would rather have my child at the home of a sitter than at a day care center."

Although these preference data are reported with respect to children under six years of age, it is clear that the preschoolers in the sample, ages four and five, would be eligible for group care facilities. Thus one might ask whether the preference would hold up for children of group care age in contrast to infants and toddlers. It does. In fact, the increased preference for family day care among the parents of the preschoolers in our sample of family day care users suggests that some of the Portland women who preferred group care probably were using it and for that reason did not show up in our sample. Our sample represents mainly family day care users who prefer the type of care that they have.

Parallel results were obtained by asking respondents to rank six alternative types of child care arrangements presented to them on a card.

This more complicated choice which included the alternative of staying at home also gave a relative ranking of family day care over a day care center, correlating .61 with the paired comparison item mentioned above.

The pattern of the preferences though is perhaps of greater interest. Table 4.6 shows the percentage of mothers giving a relatively high preference ranking to each of the six alternatives. "High preference" means the alternative was ranked first, second, or third as opposed to fourth, fifth, or sixth.

Table 4.6 Working Mothers' Preferences for Types of Child Care

Type of Care	Percentage Giving a High Rank
Mother stays home herself	75%
Babysitter who comes in	61%
Child goes to babysitter's home	59%
Child goes to day care center	36%
Child goes to relative's home	38%
Relative who comes in	32%

The relationships among these preferences were investigated and found not to follow a single dimension of preference. In general, however, it may be said that family day care users appear to be avoiding the use of relatives. They might have someone come in to their home, but not a relative. They would rather stay home themselves or have a sitter come in, but the use of a neighborhood sitter ranked high for most and was preferred to a day care center.

To some extent the pattern of preferences is a function of available resources and of experience. Working mothers may turn to a relative or a friend in making their first day care arrangements, but once they make an arrangement with a "regular sitter" they undergo a shift in the type of arrangement they prefer. This is revealed in the first choices of arrangements, comparing mothers who made arrangements with friends or acquaintances and those who made arrangements with strangers. The pattern of last choices was similar for the two groups, with the day care center given as last choice more often than any other type of care, and family day care given least frequently as last choice.

Table 4.7 Family Day Care Users' First and Last Choice Among Types of Day Care Arrangements, Friends vs. Strangers

	Mother's First Choice			Mother's Last Choice	
	Friends	Strangers		Friends	Strangers
Non-relative out (FDC)	13%	34%	(+21%)	10%	5%
Non-relative in	41	32	(- 9%)	8	14
Day care center	13	14		41	38
Relative in	23	12	(-11%)	31	29
Relative out	10	8		10	14
	100%	100%		100%	100%
	N=39	N=65		N=39	N=65

CHAPTER FIVE - AMOUNT OF DAY CARE BUSINESS

This chapter continues the description of the kinds of arrangements that mothers and sitters make by examining in detail the number of children sitters undertake to care for and their motivations for doing so. The evidence leads us to view family day care not as a commercially motivated activity so much as a gratifying form of social behavior that is inspired by expressive needs to give child care and is subject to natural constraints on the number of children who are likely to be involved.

How Many Children of Their Own Did the Sitters Have and How Many Day Care Children Were They Caring For?

The number of children sitters will undertake to care for and their motivations for doing so are issues of public policy. One of the issues addressed by day care licensing programs is the maximum number of children cared for in family day care. The Federal Requirements for day care programs suggest that there should not be more than five children under the age of six in the family day care home including the caregiver's own children (Federal Panel on Early Childhood, 1968). In Oregon, as in most states, private family day care is unregulated for all practical purposes, and the respondents in our study were largely unaware of the existence of any licensing law. Thus, it is of some interest to know what sitters do naturally. How many children will they care for? Will they care for too many?

Birds have a limit to the number of eggs they will sit on; they stop laying when the clutch of eggs has reached a full nest. This limit in clutch size is maintained even when a strange egg has been deposited by a cowbird. The song sparrow, for example, has been found to fledge an average of 3.4 young ones regardless of whether they are all her own or if one of her brood is a cowbird (Friedman, 1963, p. 170). But what about people? The sitters in our sample manifested a somewhat similar phenomenon, though with somewhat greater plasticity of behavior in the way they adapted to the needs of the working mother.

In Chapter Three we proposed an "empty nest" hypothesis to explain the behavior of family day care givers. Further evidence in support of this hypothesis derives from the fact that in refilling the nest with the children of others, the caregivers of our sample took only a moderately small number of other people's children. In essence they appeared to have completed the nest without taking children in such numbers as to exceed their experience as caregivers nor so as to change the essential character of the child-rearing situation from family care to "group care".

The mean number of children involved in the family day care situation is summarized in Table 5.1. The example that corresponds to the averages for the total number of children under six in the caregiver's home involves one child of her own plus two day care children--one each of two working mothers. (This 2:1 ratio, i.e., 2 working mothers using one caregiver also was found as the average ratio for the sample known to our Day Care Neighbor Service; N = 422 care users and 200 caregivers. See Matchmaking (Emlen & Watson, 1970). Table 5.1 also shows that after school the number in the caregiver's home increased to a total number of almost five children on the average under her care and supervision. The mean number of day care children under 12 was 3.

Table 5.1 Here

Table 5.1 Mean Number of Children in Sitter's Home

1.30	this arrangement
1.05	other arrangements
2.35	total day care children under 6
.95	own children under 6
3.30	total children under 6 in home
.64	day care children 6 under 12
.86	own children 6 under 12
4.80	total children under 12 in home after school
.08	own children 12 under 18
4.88	total children under 18 in home after school

It is instructive also to examine the frequency distribution of these "clutch sizes", that is, the number of children under six that the sitters find themselves caring for including both the day care children and their own. In Table 5.2 it may be seen that the shape of the distribution is not that of a normal curve but that of a Poisson distribution in which large clutch sizes are rare events. Only 12% of the sitters were caring for more than five children under six which is the limit suggested by the Federal Requirements, indeed, most of the broods were of three or less children including their own.

Table 5.2 Here

When sitters for "friends" are compared with sitters for "strangers", again a Poisson distribution is found, but the mean number of children (day care plus own) differed (2.8 vs. 3.5) because sitters who sat for friends took an average of one less day care child than sitters who sat for strangers. In fact, sitting for a friend was most likely to involve just one child and just one arrangement. (See means on extreme right of bar graph in Figure 5.1.) For the friends and strangers groups separately the Poisson comparisons are shown in Table 5.3.

Table 5.3 Here

The composition of the caregiver's home is shown graphically in Figure 5.1. The mean number of children under the age of six to be found in the sitter's home is graphed according to the number of children of her own that the sitter has under the age of six. The graph shows the proportion of day care children to own children. At the bottom of each bar on the bar

Table 5.2

Total Number of Children Under 6 (own Children plus
Day Care Children) in Sitter's Home, Observed Distribution
Compared to Poisson Distribution for Mean = 3.3 Children

Pooled

No. of Children Under 6 Years of Age	Observed Distribution f	Observed Distribution Cumulative Percent	Expected Cumulative Percent for Poisson Distribution
0	0	0	.04
1	19	.18	.16
2	22	.39	.36
3	24	.62	.58
4	10	.72	.76
5	16	.88	.88
6	8	.95	.95
7	3	.98	.98
8	1	.99	.99
9	0	.99	.99
10	0	.99	.99
11	0	.99	.99
12	1	1.00	1.00

N = 104

Table 5.3

Total Number of Children Under 6 (own children plus Day Care Children) in Sitter's Home, Observed Distribution Compared to Poisson Distribution

Friends

Observed Distribution

No. of Children Under 6 Years of Age	f	Cumulative Percent	Expected Cumulative Percent for Poisson Distribution *
0	0	0	.06
1	10	.26	.23
2	9	.49	.47
3	8	.69	.69
4	4	.79	.85
5	7	.97	.93
6	0	.97	.98
7	0	.97	.99
8	1	1.00	1.00
9	0	1.00	1.00
10	0	1.00	1.00
	N = 39		

*For Mean = 2.8 Children

Strangers

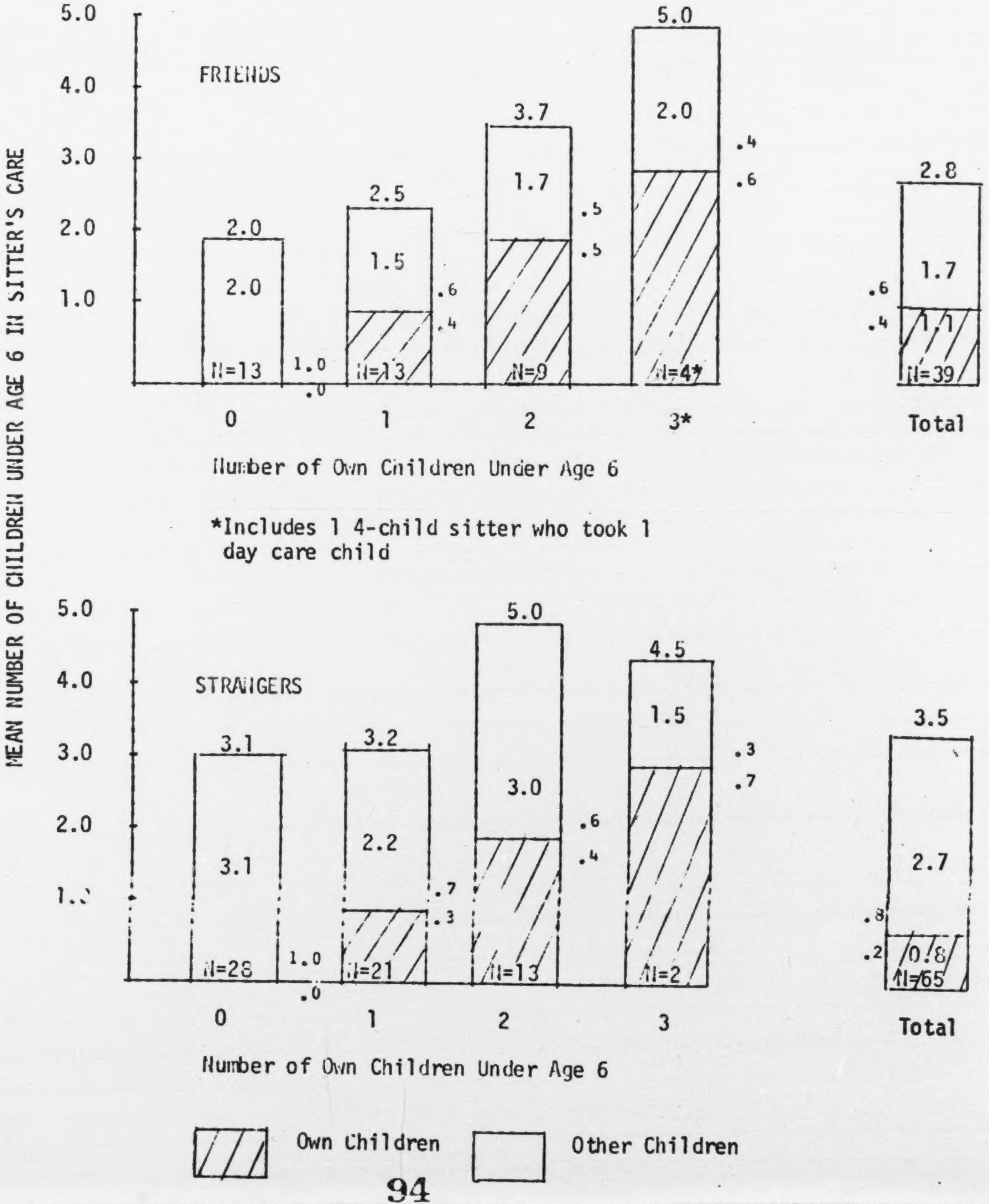
Observed Distribution

No. of Children Under 6 Years of Age	f	Cumulative Percent	Expected Cumulative Percent for Poisson Distribution **
0	0	0	.03
1	9	.14	.13
2	13	.34	.30
3	16	.58	.52
4	6	.68	.71
5	9	.82	.84
6	8	.94	.93
7	3	.98	.97
8	0	.98	.99
9	0	.98	1.00
10	0	.98	1.00
11	0	.98	1.00
12	1	1.00	1.00
	N = 65		

**For Mean 3.6 Children

73/74

Figure 5.1 Mean Number of Children Under Age 6 in Care in Sitter's Home by Number of Sitter's Own Children Under Age 6



*Includes 1 4-child sitter who took 1 day care child graph, the shaded part represents the number of her own children and the top portion shows the number of day care children. In general it may be seen that the composition of the "brood" shifts from all day care children to mostly own children. A leveling off in the total number of children is apparent in comparing whether the sitter has either no children or one child of her own under six, and these two conditions account for 72% of the arrangements. This leveling off is most pronounced with sitters for strangers, those having one child of their own take one less day care child than sitters having no children of their own. The pattern is somewhat different for "friends" where the increase is steady, suggesting that babysitting for a friend is more likely to be "added on". Sitting for a stranger involves adjustment for family size adding the needed complement to complete the nest. Where the sitter has two or three children of her own under six the numbers are perhaps too small to interpret but it would appear that a new higher plateau or escalation of child care is associated with having more than one child of her own under six.

Still, there is no very clear relationship between the number of day care children and the number of caregiver's own children. The tendency to limit numbers as the number of own children increases appears to be countered by other sources of variation such as the experience of the caregiver with larger numbers of children. For example, only 30 percent of the caregivers took more day care children than they had children of their own (i.e., family size of any age), and only 10 sitters were caring for numbers clearly beyond their own experience with family size.

In summary, we conclude that our family day care sitters rarely stretched much beyond their prior child care experience in accommodating the children of working mothers. In doing so they appeared to be regulated by natural constraints as to the numbers involved. One might interpret this as reflecting the working mother's reluctance to use sitters who have too many children to care for or the reluctance of the sitters to care for more children than they can manage. Perhaps both interpretations are apt; in any event the evidence suggests that the use of family day care represents a "nest completion" phenomenon, though one with considerable variability.

Motives that Account for Sitter's Amount of Day Care Business

So far in this chapter we have examined the number of children that may be found in the sitter's home, including her own children and the children of others. In the following analyses we look at some of the correlates of the amount of day care business that the sitter will undertake, giving special emphasis to the question: "To what extent is this a function of sitters' perceived economic need?"

The reader should be warned that the remainder of this chapter, down to the "Discussion and Summary", is a methodologically risky effort which should be regarded as hypothesis building and speculation. Although some of the correlations are significantly different from zero, the wide confidence intervals for correlations with sample sizes of 39 and 65 mean that one can expect little reliability for the differences presented. Statistical significance is not claimed or reported; we are embarked here on a limited model-building venture the purpose of which is to explore some possible relationships. We report these data because the picture they present is plausible and consistent with the evidence from the demographic data and interview information about the motivations of the caregivers. But the instability of the coefficients makes them questionable.

"Amount of day care business" emerged from the factor analysis of demographic variables as a four-item factor consisting of sitter's yearly income her earnings just from child care, the number of other day care children in her home, under 30 months of age, and between 30 months of age and six years. See Box 5.1.

Box 5.1 Here

Path analysis was used to show the way in which 7 variables "explain" the amount of sitter's day care business (separately for friends and strangers). In Figures 5.2 and 5.3 the 4 proximal variables are attitudinal scales, while the three distal or background variables are factors from the factor analysis of demographic variables. Following the conventions summarized by Land (1969), the arrows in the model are of two kinds. Curved two-directional arrows represent correlations involving no causal inferences, while uni-directional arrows indicate path coefficients which are supposed to measure the direct effects of imputed causal variables.

Path analysis permits one to examine the implications of making assumptions about causal relationships based on one's information as to the sequence of events and the most likely direction of influence. Path analysis is employed here as a method of partitioning the simple correlation between two variables into its direct and indirect compo-

Box 5.1

INDEX OF SITTER'S AMOUNT OF DAY CARE BUSINESS

VARIABLES LOADING ON FACTOR III: SITTER'S SMALL* AMOUNT OF DAY CARE BUSINESS

Item number	Item	Mean	Standard deviation	Factor loading
SN29-30	Sitter's yearly income	1.48	0.92	-.82
SN31	Sitter's earnings from child care	5.30	2.49	-.81
ST13	Number of other day care children in sitter's home 30 months, less than 6 years	0.62	1.00	-.77
ST12	Number of other day care children in sitter's home under 30 months	0.43	0.91	-.70

*In subsequent analyses the sign was changed so that amount of day care business means the way it sounds.

CORRELATION MATRIX OF VARIABLES LOADING ON FACTOR III

Item number	SN29-30	SN31	ST13	ST12
SN29-30				
SN31	.65			
ST13	.59	.56		
ST12	.55	.45	.48	

N=104 Mother-Sitter Pairs

nents. The path coefficient measures the direct effect of a on d, say, while the indirect component measures the effect of a on d acting through b and c because of intercorrelations of a with b and c.

Although only a small amount of the variance of "amount of day care business" is accounted for by means of this limited model, our primary purpose was simply to study and contrast the relative influence on the amount of day care business of two motives: sitter's perceived economic need to babysit and expressive need to babysit.

The demographic variables were included and add to our understanding. In Figure 5.3 it may be seen that for strangers, the higher the family income, the less perceived economic need to babysit (path coefficient = -.49). By contrast, for friends perceived economic need to babysit is independent of family income. Also among sitters who sit for strangers, the lower the socioeconomic status, the higher the reported expressive need to babysit (path coefficient = -.53). The model also includes sitter role continuity as a distal variable which"leads to"low interfamily closeness for friends (path coeffieient = -.36); that is, the longer she has been doing babysitting the more likely it is that this arrangement would be one not characterized by a high degree of friendship.

When we look at the direct effects on the amount of day care business of economic need, expressive need, family closeness and the attitude of willingness to sit only for certain children, we see a good bit of similarity in the patterns. For both groups the expressive need to babysit outranks the economic need to sit in its direct effects on amount of day care business. The model also suggests that for newer sitters their tendency to sit for close friends and to be restrictive about whom they sit for decreases the amount of day care business they will have.

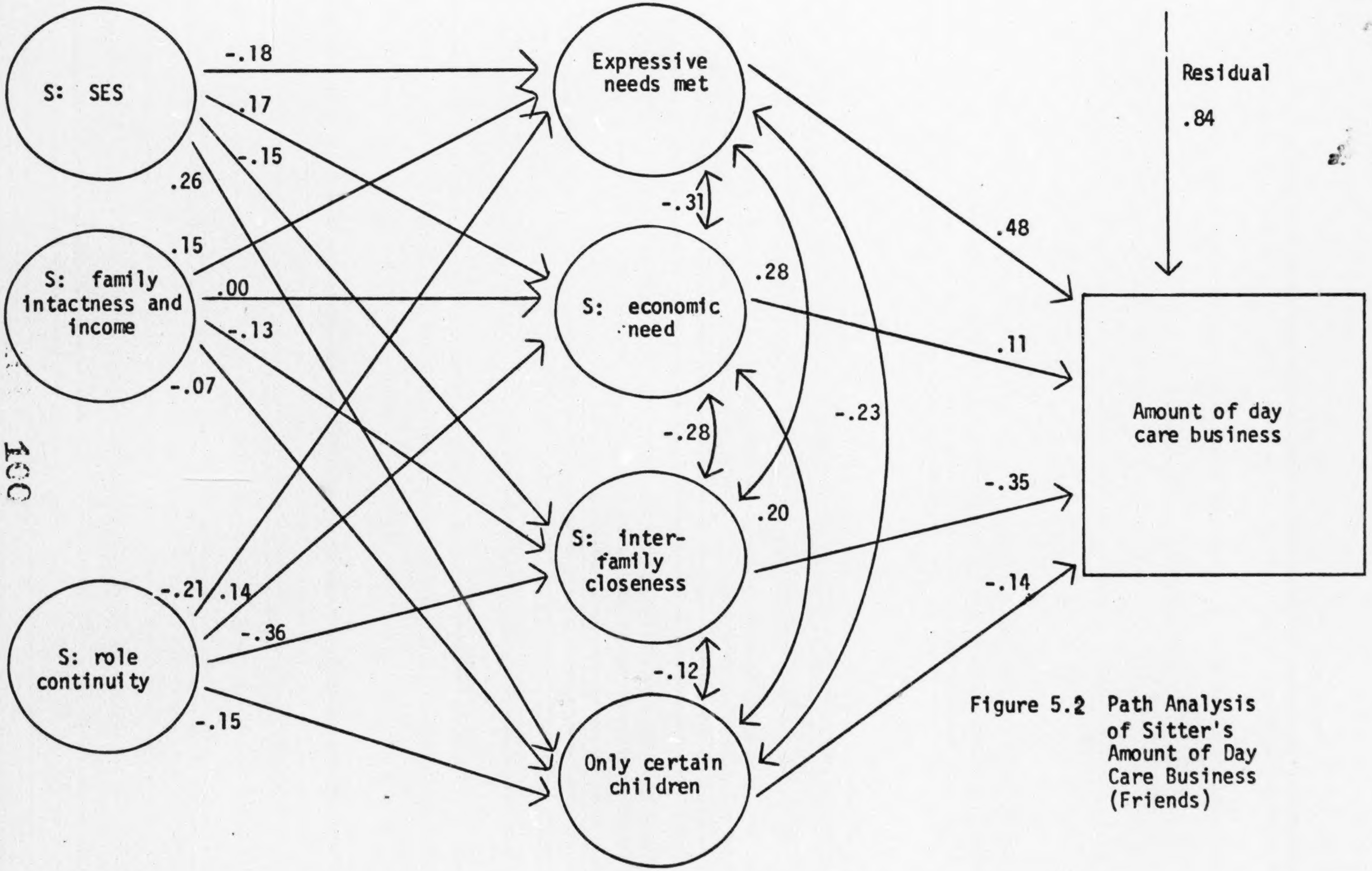

S: SES
S: family intactness and income
S: role continuity
Expressive needs met
S: economic need
S: inter-family closeness
Only certain children
Amount of day care business
Residual
.84
-.18
.17
-.15
.26
.15
.00
-.13
-.07
-.21
.14
-.36
-.15
-.31
-.28
-.12
.28
.20
-.23
.48
.11
-.35
-.14

Figure 5.2 Path Analysis of Sitter's Amount of Day Care Business (Friends)

100

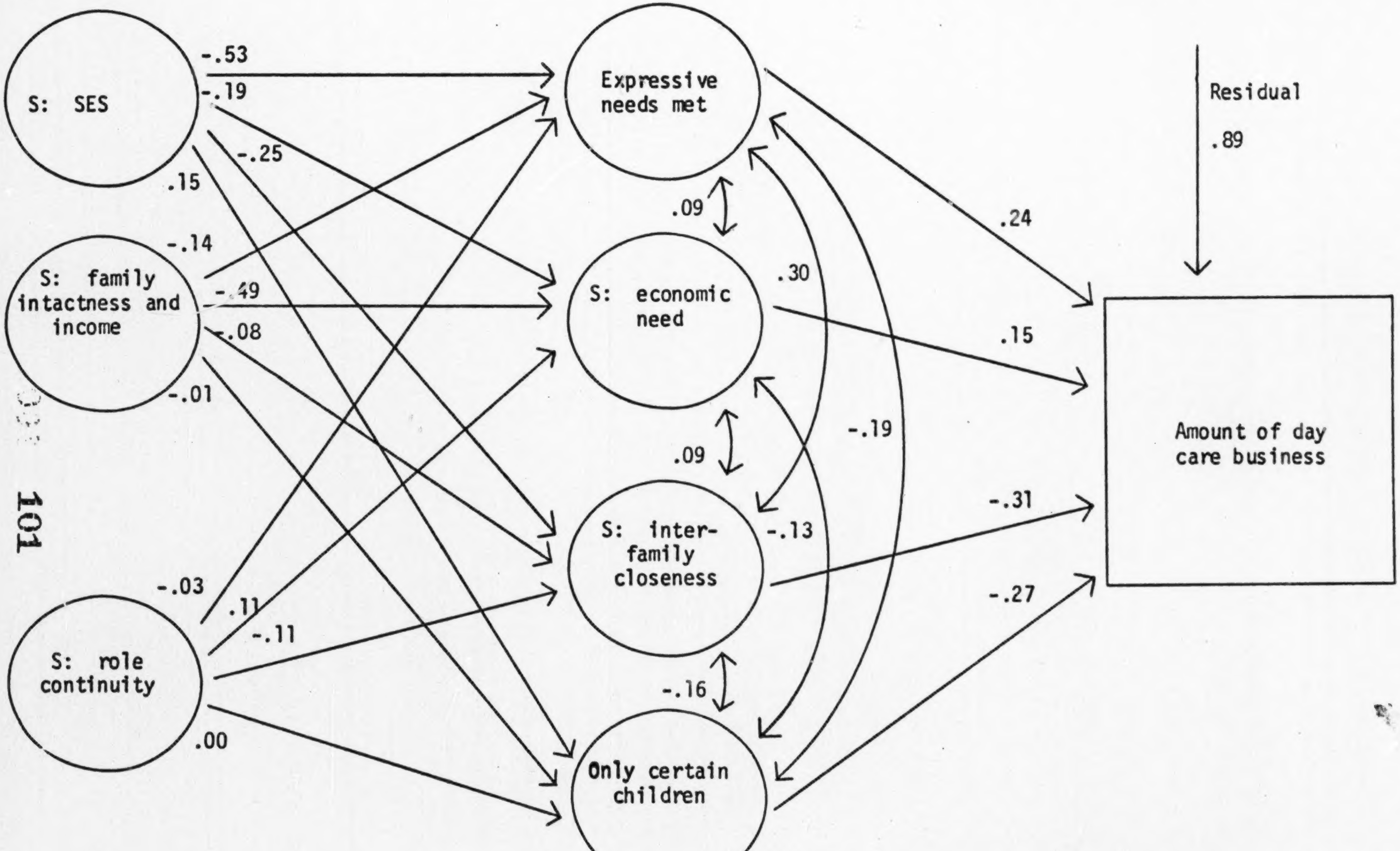

S: SES
S: family intactness and income
S: role continuity
Expressive needs met
S: economic need
S: inter-family closeness
Only certain children
Amount of day care business
Residual
.89
-.53
-.19
-.25
.15
-.14
-.49
-.08
-.01
-.03
.11
-.11
.00
.09
.09
-.16
.30
-.13
-.19
.24
.15
-.31
-.27

Figure 5.3 Path Analysis: of Sitter's Amount of Day Care Business (Strangers)

Also one may see that the difference between the direct effects of expressive need and economic need is more pronounced for friends than for strangers (.48 vs. .11 and .24 vs. .15; or, squaring these and comparing percents of variance: .23 vs. .01 and .06 vs. .02). In order to study the indirect effects of these variables, we must turn to Table 5.4 and examine how the simple correlations are partitioned into direct and indirect effects. The results for strangers are easier to interpret because of the absence of any pronounced indirect effects. For strangers the economic need to sit (as well as the other three proximal variables) has a simple straight forward direct effect with very little indirect effect operating through the other variables in the set.

Table 5.4 Here

For friends we see that the direct effect of economic need to sit, though very small, increases slightly from the simple correlation, which is nearly 0. What happens is that the low correlation between perceived economic need to babysit and the amount of day care business is attributable to a confounding of two indirect effects which are opposite in their direction. The effects are greater where the families are closer, but the effects are reduced by expressive need to babysit. We interpret these results as meaning that women who sit for friends are more likely to exact an economic price for sitting for close friends (for some reason), but they are willing to forego satisfaction of the perceived economic need in order to satisfy an expressive need to babysit.

Table 5.4

Path Analysis Partitioning Correlates of Sitter's Amount of Day Care Business for Friends and Strangers

FRIENDS

	Expressive Need	Economic Need	Inter-Family Closeness	Only Certain Children	r
Expressive Need	.48	-.03	-.10	.03	.38
Economic Need	-.15	.11	.10	-.03	.03
Inter-Family Closeness	.13	-.03	-.35	.02	-.23
Only Certain Children	-.11	.02	.04	-.14	-.19

STRANGERS

	Expressive Need	Economic Need	Inter-Family Closeness	Only Certain Children	r
Expressive Need	.24	.01	-.09	.05	.21
Economic Need	.02	.15	-.03	.04	.18
Inter-Family Closeness	.07	-.01	.31	.04	.19
Only Certain Children	-.05	-.02	.05	-.27	-.29

Simple Correlations

	Expressive Need	Economic Need	Inter-Family Closeness	Only Certain Children
Expressive Need		-.31	.28	-.23
Economic Need	.09		-.28	.20
Inter-Family Closeness	.30	.09		-.12
Only Certain Children	-.19	-.13	-.16	

FRIENDS

STRANGERS

It is also fruitful to compare the indirect effects of economic need and expressive need operating through each other; the relationship is not reciprocal. The effect of economic need operating through expressive need is -.15 while the effect of expressive need operating through economic need is -.03, that is, expressive need modifies the effects of economic need but not vice versa; it is the expressive need to babysit which is the crucial intervening variable for friends. (See Table 5.4)

It was pointed out that the intent of this analysis was to contrast the relative importance of two kinds of caregiver motives and that very little of the total variance in the amount of day care business has been accounted for by application of this model. Indeed perhaps the most important conclusion to be drawn from this analysis is that the influence of perceived economic need to babysit is relatively small not only in comparison to perceived expressive need to sit but also in absolute terms. Public attitudes probably accord undue status to the economic motives that sitters have, but we have seen from this path analysis additional evidence which puts such motives into a more reasonable perspective.

Summary and Discussion

Several kinds of evidence from this chapter and the two succeeding chapters converge to suggest an "empty nest" hypothesis to explain the behavior of the family day caregiver and the amount of day care business she undertakes. The hypothesis reflects also the behavior of the working mother who uses this form of care. Thus we find in family day care a mutually advantageous adaptation or fit between the needs of the young family of the working mother and the slightly older family of a woman who is an experienced manager of family life and who wants to continue to give child care now that her nest is partially empty. In completing her nest with the young child she is not driven by economic necessity, having a moderate family income; the economic benefits of giving care, while not insignificant, nevertheless are but a fraction of the earnings she would make if she were to enter the labor force in a job that took her out of the home. Her stated motives for giving child care involve a small amount of economic need and a larger amount of an expressive need to be giving child care. Thus in completing the nest with the children of others she does not do so with such numbers as to exceed her experience and tolerance as a caregiver.

In view of the ineffectiveness of programs designed to regulate private family day care, it is of some comfort to know that some natural self-regulatory principles of human behavior are operating to achieve standards contemplated by official groups. Since family day care involves an exchange of money for services, it is reasonable to have licensing and ordinances to regulate the quality of care that is offered to the consumer. And yet it is probably a mistake to think of the informal neighborhood family day care arrangement as primarily a business enterprise or a commercially-motivated activity. Although there is economic behavior involved, the evidence leads us to view family day care not as a form of commerce so much as a gratifying kind of social behavior inspired by expressive needs to give child care and subject to natural constraints on the numbers of children who are likely to be involved.

CHAPTER SIX - KINDS OF KITH: HOW DO BUSINESS AND FRIENDSHIP MIX IN A DAY CARE RELATIONSHIP?

Partitioning the sample into "Friends" and "Strangers" is validated by means of a scale of inter-family closeness which turns out to have different correlates for the two types of arrangements. For "Friends" satisfactions with the arrangement were correlated with the degree of closeness while for "Strangers" satisfactions with the arrangement were independent of closeness. For "Strangers" however, a high degree of family closeness was associated with an enduring arrangement.

In describing how family day care arrangements begin (Chapter Four) we identified two different kinds of relationships. If the mother and sitter know each other before the arrangement begins, either as friends or acquaintances, then the arrangement begins within the context of a prior relationship. By contrast, when arrangements are made in response to newspaper ads or through introductions by a third party, the arrangement is the social context within which the mothers and sitters become acquainted. The two kinds of arrangements differ in their dynamics.

This chapter raises a number of questions some of which are given at least a partial answer. The purpose of the chapter, however, is to differentiate the two types of family day care arrangements and to formulate questions that the data suggest--questions such as the following. If the mother and sitter are close neighbors but not really friends, will one or the other presume too much on a supposed friendship? If a mother and a caregiver are already friends, how do they manage to combine their friendship with the business aspects of the arrangement? It does, after all, involve a more or less explicit contractual agreement to exchange money for services. Will the friendship become strained and cool? Or does it offer new opportunities for sharing and exchange of benefits? Can both the friendship and the arrangement endure? On the other hand, if they are "strangers" with only the briefest of acquaintances when they contract the child care arrangement, do they remain businesslike and socially distant? Do they become friendly and yet still retain a certain distance and separateness between them? Or do they become personal friends who increasingly share both intimate information about each other and a social life over and beyond the instrumental requirements for maintaining the arrangement?

Our 39 "friends" were either friends or acquaintances because that is what they called themselves. They said they knew each other from previous associations. The 65 "strangers" did not know each other before the arrangement. What is importantly different about the two groups is that the arrangements began from a different point of departure. In one group the arrangement began within the context of a prior relationship, while in the other, the relationship developed within the context of a contractual arrangement.

Naturally, one would expect variation within each group in the degree of closeness or social distance sought or found between mother and sitter. Furthermore, a time factor enters in: the respondents had had varying durations of experience with the arrangement at the time of interview when the data were collected, and since the average duration of the arrangement at time of interview was six months, this gave ample opportunity for old friendships to founder or new ones to develop.

A Scale of Inter-Family Closeness

The degree of friendship or closeness between the two families was measured by two scales with parallel items for mothers and sitters: Mother's View of Inter-family Closeness in This Arrangement, and Sitter's View of Inter-family Closeness in This Arrangement. Since the measures of inter-family closeness assume some importance in the study, it will be worth taking a moment to examine the internal composition of the scale and the conditions under which the data were collected before proceeding to substantive questions regarding the correlates of family closeness.

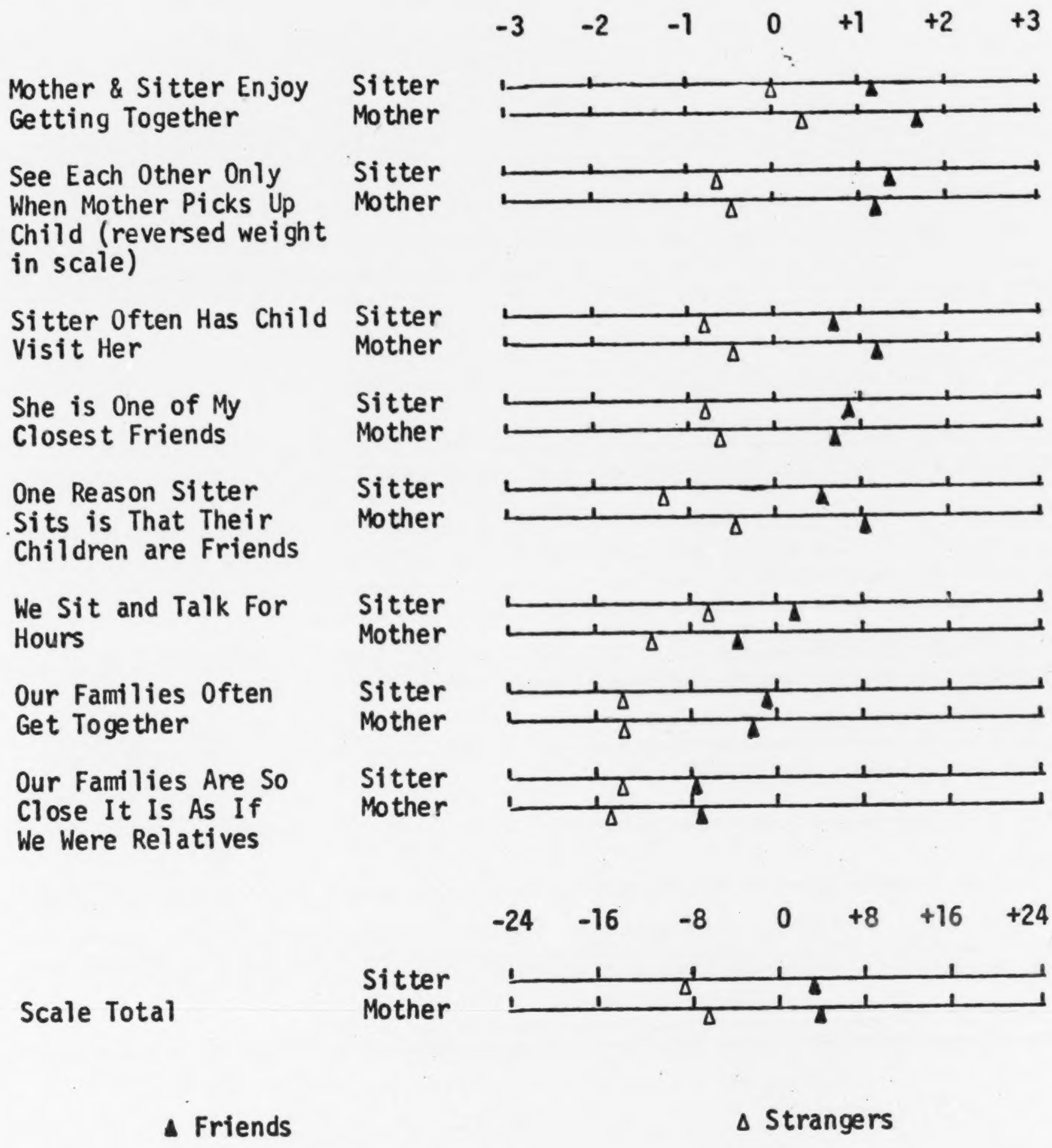
This scale, which for both mother data and sitter data was constructed by taking the top items from the second rotated factor, consists of items that loaded highly only on this factor and were not represented on other scales in the study. Additional items were eliminated in order to obtain parallel scales for mothers and sitters. Reliability coefficients were calculated separately for both friends and strangers. The statistic used, Cronbach's Alpha, is a measure of internal consistency or equivalence of the parts of a scale, the coefficient amounting to the average split-half correlation for all possible ways of splitting the scale (Cronbach, 1951).

The best way to get a feeling for the scale is to examine the individual items and the degree of agreement or disagreement with each. The 8 items are listed in Table 6.1 in rank order of agreement with the items by mothers and sitters for the friends and strangers groups. The items tapped several facets of closeness between the two families: frequency of interaction, enjoyment of one another, whether the scope of closeness extends to the child, and how much the relationship is like one between relatives and how much like one between close friends.

Table 6.1 Here

Naturally, those who began as friends scored higher on the scale than did the strangers. The means and standard deviations for the total scale

Table 6.1 Means on Inter-Family Closeness Scale Items for Mothers and Sitters Comparing Friends and Strangers



are as follows:

	Friends	Strangers	
Mother's View of Inter-family closeness	$\bar{X}$ =+4.26 S = 8.93	$\bar{X}$ =-6.38 S = 8.68	t = 5.99*
Sitter's View of Inter-family closeness	$\bar{X}$ =+3.74 S = 11.39	$\bar{X}$ =-8.06 S = 9.19	t = 5.79*

*$p < .01$

(Variances not significantly different by F test.
$F_{38,64}$=1.06, mothers; 1.54 sitters. n.s.)

Four items on the scale, showing the percentage of sitters agreeing with each, help to interpret the meaning of inter-family closeness for the two groups. (See Table 6.2) Most of the relationships between our mothers and sitters at the time of interview probably should be interpreted as tending toward what Kurth (1970) refers to as "friendly relations" as distinct from friendship. They enjoyed getting together but this did not extend to their respective families. The child did serve as a bridge between the two families beyond babysitting per se. Yet it was not as if they were relatives; they were more like friends.

Table 6.2 Percentage of Agreement with Four Family Closeness Items

	Percent Who Agree*	
Item	Friends	Strangers
Enjoy getting together	79%	43%
One of my closest friends	62	25
Families often get together	51	08
It's as if we were relatives	23	09

*including slightly agree, agree, strongly agree.

As was mentioned above, the scale scores represent many different cross sections of time in duration of the arrangement at time of data collection. Figure 6.1 shows the inter-family closeness scores plotted by time of interview. It may be seen that the scores for friends start higher and show no systematic increase, while the family closeness scores for strangers show a decided increase for the mothers and sitters whose arrangements were already at least a year old. A linear trend analysis showed no significant lack of linear fit for all four relationships, which were significantly correlated only for strangers:

	Friends	Strangers
Mother's View	$F^{4,33} = 2.13$	$F^{4,59} = 2.51$ n.s.
	$r = .05$	$r = .41$
Sitter's View	$F^{4,33} = 0.87$	$F^{4,59} = 1.96$ n.s.
	$r = .03$	$r = .47$

The data suggest that inter-family closeness has a different significance for friends than it does for strangers. While strangers must achieve a degree of closeness and friendly relations, friends face the problem of maintaining the closeness they had or perhaps even of achieving a degree of distance.

The Correlates of Inter-Family Closeness

We also find that the correlates of inter-family closeness were different for the two groups. When we examine the correlates of family closeness we find that for strangers it is associated with an enduring arrangement and with little else except validity measures designed to measure the same thing. For strangers the degree of friendship was almost completely independent of the sources of satisfaction and dissatisfaction

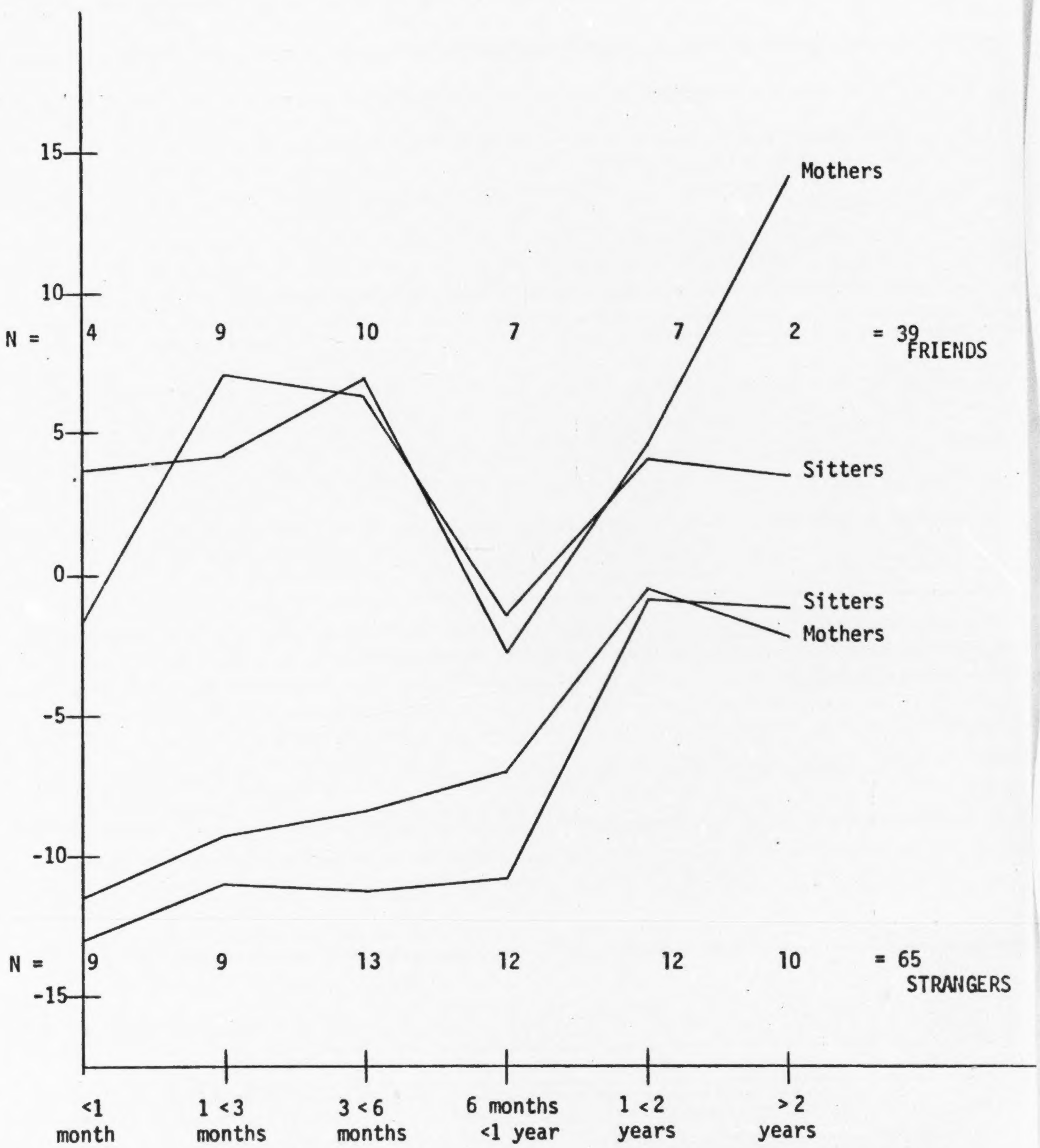


Figure 6.1 Inter-Family Closeness by Duration of Arrangement at Time of Interview

experienced in the arrangement. Not so for arrangements between friends; for them inter-family closeness was associated with a variety of measures of satisfaction. These results are shown graphically in Figures 6.2 and 6.3. These correlographs show those variables that were correlated significantly with inter-family closeness as perceived by both parties to the arrangement.

Before trying to interpret these results, let us see how well they were validated by multivariate analysis. Separate stepwise multiple regressions of mothers' and sitters' views of family closeness for both friends and strangers were performed on the same set of predictors. The results, which are summarized briefly in the next paragraph and in Table 6.3, consist of listing those variables which made independent contributions to the R^2 of at least 2% in one or more of the four multiple regressions. See Appendix F for more complete results and Box 8.1 for discussion of F levels. The predictors are listed in Table 6.3 in order of entry into the equation and with the sign of the coefficient indicated.

Table 6.3 Here

What, then, are the correlates of family closeness? In general, family closeness happens when the mother and the sitter both feel that they get along well with one another, when the mother prefers closeness to an uninvolved businesslike relationship and when the mother's stage of family development is somewhat further along. In addition to liking and attraction, however, family closeness reflects needs. The mother's need for a flexible sitter predicts family closeness--from both mother's and sitter's point of view for both friends and strangers.

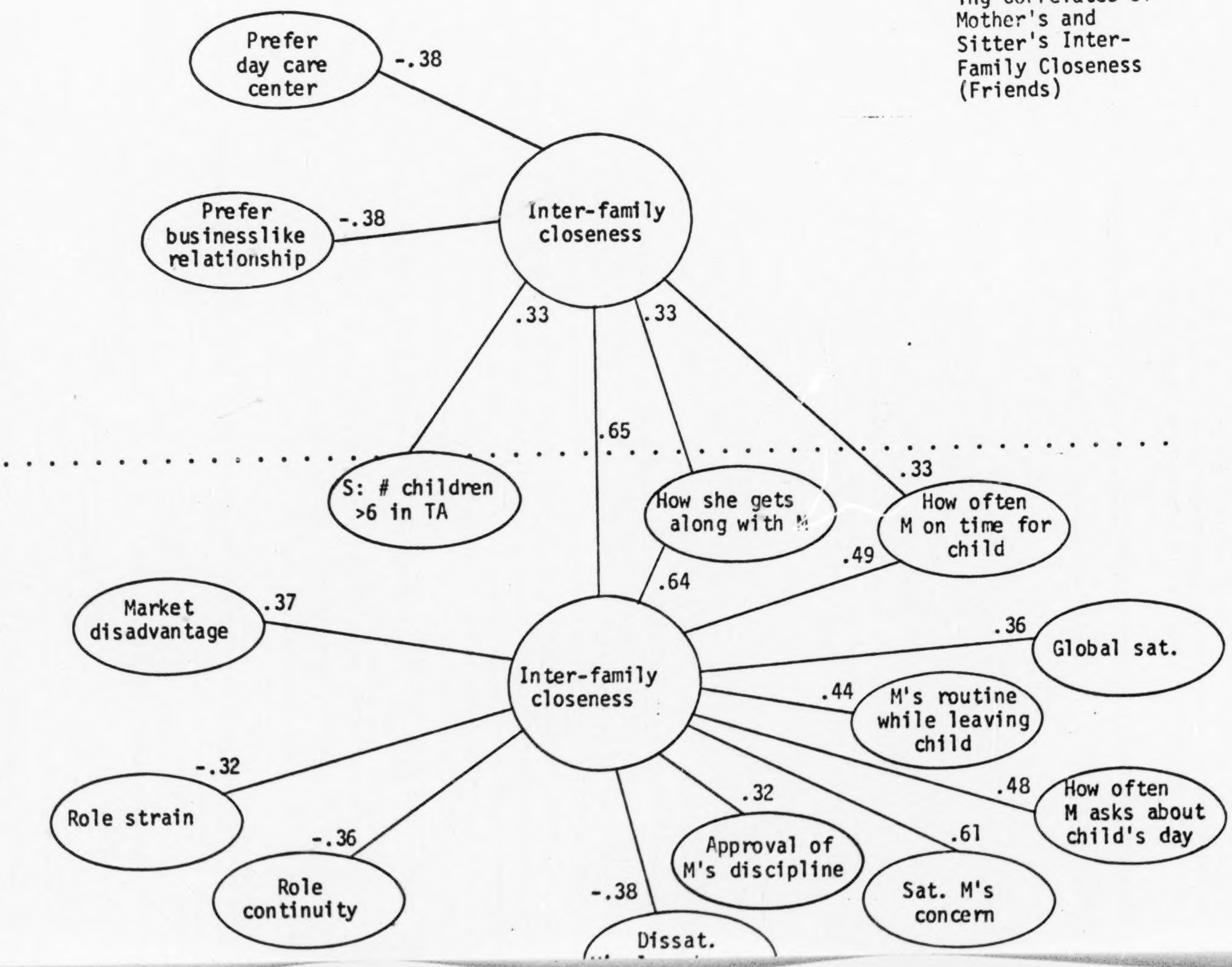
Table [illegible] Summary of Four Multiple Regressions of "Inter-family Closeness" for Mothers and Sitters, Friends and Strangers Showing Order of Entry and Sign of Coefficient for Predictors Contributing ≥ .02 to R^2

	Mother-Friend	Sitter-Friend	Mother-Stranger	Sitter-Stranger
S's statement of how she gets along with M	2	1	8	1
M's need for a flexible sitter	11	4	3	5
M's stage of family development	5	6	7	7
M's preference for businesslike relationship with S.	-1		-1	
S's approve of this M's discipline	-7		-4	
S's report M stopping to ask about child	10	2		
M's job sat. and job market advantage	6	7		
S's role strain	-8	-3		2
M's preference for work role over home role	3			
Playmates one of M's reasons for this arrangement	4			
S's dissat. M's long hours, demands, etc.	9			
S's disadvantage in babysitting market	-12			
M's SES		5		
M's statement of how she gets along with S.			2	
M's child care necessity (# children under 6)			5	
S's SES			-6	
M's report how often on time to pick up child				3
S's amount of day care business				-6
S's expressive needs met by child care			-9	4

Variables available to enter that never added ≥.01 to any "Inter-family Closeness" R^2:

S's satisfaction with this M's concern for her child
M's report of routine when leaving child at sitter's
Number of hours/day child in care this arrangement
S's restrictiveness about babysitting hours
S's continuity in day care giver role

Figure 6.2 Correlograph showing Correlates of Mother's and Sitter's Inter-Family Closeness (Friends)


Prefer day care center
-.38
Prefer businesslike relationship
-.38
Inter-family closeness
.33
.65
.33
.33
S: # children >6 in TA
How she gets along with M
How often M on time for child
.64
.49
Market disadvantage
.37
Global sat.
.36
Inter-family closeness
.44
M's routine while leaving child
-.32
Role strain
.48
How often M asks about child's day
-.36
Role continuity
.32
Approval of M's discipline
.61
Sat. M's concern
-.38
Dissat.

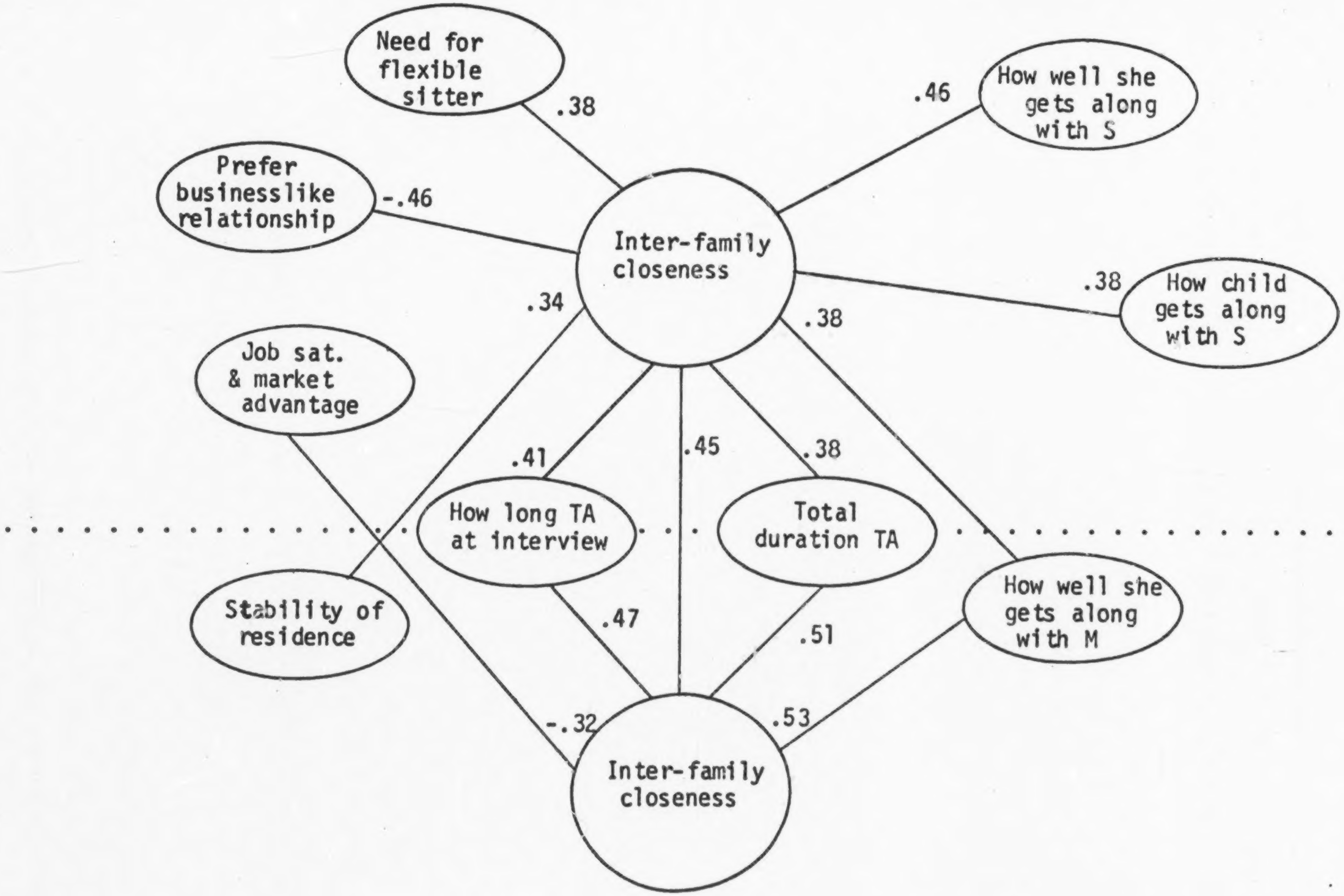

Need for flexible sitter
.38
Prefer businesslike relationship
-.46
Inter-family closeness
.46
How well she gets along with S
.38
How child gets along with S
.34
.38
Job sat. & market advantage
.41
.45
.38
How long TA at interview
Total duration TA
Stability of residence
How well she gets along with M
.47
.51
-.32
.53
Inter-family closeness

Figure 6.3 Correlograph showing Correlates of Mother's and Sitter's Inter-Family Closeness (Strangers)

Between friends, the mother's preference for playmates for her child as a reason for this arrangement is a factor in closeness between her and the sitter; and from the sitter's point of view, the fact that the mother stops by frequently to ask about her child's day is related to family closeness. The mother's work, her SES, and her job satisfaction are also important to the sitter as correlates of friendship.

For sitters who sit for strangers, closeness between the two families declines with an increasing amount of day care business but is positively related to sitter's attitude that babysitting meets expressive needs. It also would appear that, between strangers, sitter role strain (that is, the strain of competing requirements of family and sitter roles) is a correlate of family closeness. Perhaps the strain is the price of closeness, but closeness may also be the resolution of role strain for those who start as strangers.

The differential importance of closeness between the families of mothers and sitters lies in the fact that for those with a prior relationship satisfaction is correlated with the degree of friendship, while for strangers the degree of friendship that arises in the relationship does so independently of the variety of specific satisfactions and dissatisfactions with the arrangement which mothers and sitters report. The difference suggests the hypothesis that, when friendship or acquaintance provides the context for the arrangement, then satisfaction depends on the degree of friendship which is the bond; but strangers form arrangements with which they will be satisfied independently of the relationship. In a moment, we shall see that they also receive a bonus; as a degree of closeness develops between strangers, it is associated with an enduring arrangement.

Duration of the Arrangement and Family Closeness by How the Arrangement Began

Further light is thrown on the differences between arrangements of "friends" and "strangers" by looking at the relationship between inter-family closeness and the ultimate duration of the arrangement. Controlling for how the arrangement began, we find that duration of the arrangement is positively correlated for strangers and negatively correlated for friends.

The measure of inter-family closeness used in this finding was the factor score from a second-order factor analysis of all the scales and ratings for both mothers and sitters. Factor I consisted of measures of the mother's satisfaction, Factor II consisted of sitter satisfaction, and Factor III was a composite index of inter-family closeness giving weight to both mother's and sitter's perceptions of family closeness as well as to interviewer judgments concerning family closeness. The content of Factor III is shown in Table 6.4. The variables that load on this factor are attitude scales, interviewer ratings, and coded interview items, and their interrelations validate this index of social distance for both mothers and sitters.

Table 6.4 Here

The distribution of the Family Closeness Index by "friends" and "strangers" is shown in Table 6.5. How the arrangement began (as friends or acquaintances vs. as strangers), though highly correlated with the closeness index, uncovers the different manner in which family closeness operates within the two kinds of arrangements. The composite family closeness index by itself has no relationship to the ultimate duration of

Table 6.4 Composite Index of Family Closeness (Variables Loading on Factor III in 2nd Order Factor Analysis)

Items loading on MST0TL Factor #3			Other Loadings
.78	MU14-17	Self-report subscale: Mother's view of inter-family closeness in this arrangement	1: .31
.73	MK19	Mother's statement of how she made this arrangement	
-.73	ML36	Mother interviewer's rating: how much this arrangement resembles a commercial arrangement	
-.73	SL16	Sitter interviewer's rating of how closely this arrangement resembles a commercial arrangement	
.67	SU14-17	Self-report subscale: sitter's view of inter-family closeness in this arrangement	
.62	SJ57	Sitter's report of how this arrangement was made	29: -.32
.57	SK16	How sitter feels she gets along with the mother	2: .35
.57	SL17	Sitter interviewer's rating of how closely this arrangement resembles an alliance arrangement	
.56	SL15	Sitter interviewer's rating of how closely this arrangement resembles an extended family arrangement	6: .54
.51	ML35	Mother interviewer's rating of how closely this arrangement resembles an extended family arrangement	1: .57
.50	ML37	Mother interviewer's rating of how closely this arrangement resembles an alliance arrangement	
-.48	SY29-37	Factor score: sitter's amount of day care business	14: .33
.46	ML39	Mother interviewer's rating of this arrangement on typology dimension 1: Degree of inter-family closeness in this arrangement	
.42	SL50	Sitter's report of length of time she has known mother	4: .68
.34	ML70	Mother's report of length of time she has known sitter	4: .66
-.33	MU70-73	Self-report subscale: mother's preference for uninvolved, businesslike relationship with sitter	19: -.32 21: .35

Table 6.5 Family Closeness Index by How the Arrangement Began and Its Ultimate Duration

Factor Scores	Friends	Duration		Strangers	Duration	
		<1	>1		<1	>1
+2.00 or higher	1	0	1	0	0	0
1.50 to 1.99	8	7	1	0	0	0
1.00 to 1.49	11	7	4	1	0	1
.50 to .99	10	4	6	5	2	3
.00 to .49	3	1	2	11	3	8
- .00 to -.49	5	3	2	11	4	7
- .50 to -.99	1	0	0	19	8	4
-1.00 to -1.99	0	0	0	13	8	5
-1.50 to -1.99	0	0	0	5	3	2
-2.00 or lower	0	0	0	0	0	0
	N = 39	22	17	N = 65	28	37

the arrangement. (Table 6.6) Strangers were slightly more likely than friends to have longer arrangements (Table 6.7). However, when the friends vs. strangers breakdown is used, "controlling" for how the arrangement began, we find that family closeness works in the opposite direction for the two groups. (Yule's Q = -.52 for friends and +.38 for strangers.) We find that family closeness is associated with longer arrangements for strangers but shorter arrangements for friends. (The duration variable which was ascertained by followup contact, divides the arrangements into those that endured 12 months or longer and those that did not.)

Tables 6.6, 6.7, and 6.8 Here

Causal interpretation is risky here and must await our longitudinal "panel study"; the correlations admit alternative interpretations:

(a) Among those who already knew each other:

(i) Close friends do not make arrangements for the long term,

or (ii) As time goes on, loss of friendship leads to termination of the arrangement.

(b) Among those who start as strangers:

(i) The longer they are acquainted, the closer the friendly relations become,

or (ii) The closer the relationship, the longer the arrangement will endure.

It is appropriate to conclude this chapter on a note of uncertainty. In subsequent chapters additional data will begin to fit together to form a clearer picture of the differing dynamics of relationships between friends and relationships between strangers in a family day care arrangement.

Table 6.6 Duration of the Arrangement and Family Closeness

	Family Closeness	
Duration	Low	High
Under 1 year	26	24
1 year or over	28	26

N = 104

*High = + factor score
Yules Q = .00

Table 6.7 Duration of the Arrangement and How the Arrangement Began

Duration	Friends	Strangers
Under 1 year	22	28
1 year or over	17	37

N = 104

Yules Q = .26

Table 6.8 Duration of the Arrangement and Family Closeness by How the Arrangement Began

As Friends
Family Closeness

	Low	High*
Under 1 yr	8	14
1 yr or over	11	6
		N = 39

Yules Q = -.52

*High family closeness for friends = factor score of +1.00 and over

As Strangers
Family Closeness

	Low	High**
Under 1 yr	19	9
1 yr or over	18	19
		N = 65

Yules Q = +.38

**High family closeness for strangers = factor score of -.49 and over

Each of these Yule's Q coefficients (Goodman and Kruskal, 1954) approaches significance by Chi Square test. Since the correlations are in the opposite direction, the difference between them would be a significant Z (p<.01) if one were to apply normal theory to the data.

CHAPTER SEVEN - HOW SATISFIED WERE THE MOTHERS AND SITTERS WITH THE ARRANGEMENTS THEY HAD MADE?

This chapter shows how the specific sources of satisfaction and dissatisfaction with the day care arrangement were identified and measured independently for mothers and sitters. With one exception, no significant differences were found between the means of the satisfaction scales for the "friends" and "strangers" groups. In general the level of satisfaction with the particular arrangement was high despite a relatively greater dissatisfaction with the general role of working mother or from the competing requirements of family and sitter roles.

Satisfaction with the day care arrangement was measured most successfully by means of attitude scales that were constructed from a pool of items such as "Sometimes I am afraid she is coming between me and my child," to which respondents expressed their agreement or disagreement on a 7 point scale as follows:

-3	-2	-1	0	+1	+2	+3
strongly disagree	disagree	slightly disagree	neither disagree nor agree	slightly agree	agree	strongly agree

The items were presented one by one to the respondent on cards in the interview situation. The card was read to the respondent and then handed to her to place in the category of agreement or disagreement she chose. The process of scale construction is described in detail in Appendix B. Each scale consists of a cluster of items, the responses to which were highly correlated with each other and not correlated highly with other clusters. Based on factor analyses, these scales represent relatively distinct attitudes or kind of evaluative judgments made by mothers and sitters about their arrangements and their general life circumstances. The complete item content of each scale is shown in Appendix B and complete results of the last factor analysis from which these scales were derived were presented in Progress Report No. 4 (July, 1969, "Parallel Factor Analyses of Family Day Care Attitudes of 146 Working Mothers and 106 Neighborhood Sitters").

It is not especially useful to try to compare the means of scales containing different items because the scales varied in length from 2 to 22 items and, more importantly, because the level of difficulty of items varies so that the scales can have no true zero point permitting comparison. However, an intuitive grasp of the degree to which people are satisfied with their arrangements may be gained quickly by noting the percentage of respondents who agreed with an item (that is, agreed with positively phrased items and disagreed with negatively phrased items). Therefore an overview of the content of the scales and of the levels of satisfaction reported is presented in this chapter by showing leading representative items from each scale.

An important finding to recognize at the outset is that only one of the satisfaction scales revealed a significant difference between the friends and strangers groups for mothers and sitters. At the end of the chapter we shall see that the two groups differed in the variability of their attitudes, and in subsequent chapters we shall see that there were differences between friends and strangers in the patterns of inter-correlations among the scales of satisfaction and dissatisfaction. However, neither group was better satisfied than the other; the levels of satisfaction reported were basically the same for both. The reader is referred to Appendix B for the means and standard deviations for the two groups, "Friends" and "Strangers". Because of the lack of significant differences between the means for the friends and strangers groups, the percentages of agreement with individual items are shown for the total sample without distinction between friends and strangers.

The following overview of the content of the attitude scales reveals the range of issues that are salient for mothers and sitters in their own evaluation of their arrangements. The scales more or less correspond to the domains that were originally conceived for the study. Thus the following presentation, first for mothers and then for sitters, covers not only the specific sources of satisfaction and dissatisfaction with the arrangement, but also other ways of evaluating the arrangement, such as one's economic dependence on the arrangement.

First of all, let us look at the sources of the mother's satisfaction and dissatisfaction with the particular arrangement. The first and strongest factor for the mother was her satisfaction with this sitter's concern for the child. This scale is of special interest because the scale has a child-oriented flavor and because the salience of this child-oriented attitude is confirmed by the status of the scale in the factor structure of attitude items (also by additional analyses that will be reported in the following chapter).

The content of this scale begins with an item that sums up the mother's general feeling about this sitter and then proceeds with items that deal with special aspects of the mother-sitter relationship and the quality of interest the sitter takes in her child. Some of the items on the scales tap the working mother's concern about the quality of care her child receives or even a neutralizing rationalization for having made an arrangement

Box 7.1 Note on Reading the Tables in Chapter Seven

In order to facilitate comparison of responses to positive and negative items, the tables in this chapter present the percent of agreement with positive items and the percent of disagreement with negatively phrased items. All items that according to the theoretical model should have been positively correlated were percentaged consistently. However, some scale titles are phrased in a direction opposite to what one might expect. In such cases, pay attention to the content of the individual items.

of which the mother herself disapproved, e.g., "If I want a sitter, I have to take what I can get." As may be seen, most mothers disagree with this item and expressed highly positive evaluation of their sitters.

Table 7.1 Mother's Satisfaction with this Sitter's Concern for Child

	Agree +3 to +1	0	Disagree -1 to -3
If I had it to do over, I'd choose this sitter again.	92%		
I like the way my child and sitter get along.	96%		
She takes a real interest in my child.	96%		
She doesn't give the children enough to do.			88%
If I want a sitter, I have to take what I can get.			91%

It should be pointed out that the scores on these items were generally high, partly because they reflect a tendency to respond in a socially desirable way but also because the mothers succeeded in making arrangements with which they were satisfied on child-oriented grounds. A small proportion of our sample of working mothers did make arrangements that did not measure up to their own standards.

Early in the study we were prepared to find a good bit of concern on the part of the working mothers about the threat of possessiveness on the part of the caregiver toward the child. The scale "Mother's Complaints About Sitter's Possessiveness" was designed to measure this source of dissatisfaction.

What we found, however, is that little dissatisfaction was reported. Although the mothers are aware of this as a potential problem, the problem seldom was allowed to develop. It is also true that the mother is not privy to nor threatened by possessiveness she does not observe, and it does not interfere with her delegative authority. The small group of mothers who did express dissatisfaction with sitter possessiveness tended to see the caregiver as "like a mother to me"; they were younger mothers who formed more dependent relationships about which they were ambivalent.

Table 7.2 Mother's Complaints about Sitter's Possessiveness

	Agree +3 to +1	0	Disagree -1 to -3
Sometimes I'm afraid that she's coming between me and my child.			92%
My child sometimes seems confused about which of us is his mother.			89%
She gets too possessive with my child.			91%

A scale measuring mother's dissatisfaction with the child's adjustment to babysitting deals not necessarily with this particular arrangement but more generally with how the mother feels about her child's adjustment to being in day care. It may be seen that the mothers report a high level of satisfaction on this issue, and subsequently we shall see that sitters also were satisfied with the arrangement.

Table 7.3 Here

Table 7.3 Mother's Feeling of Guilt About Child's Adjustment to Babysitting

	Agree +3 to +1	0	Disagree -1 to -3
Since I have had a sitter my child loses his temper more often.			71%
I think my child would be easier to handle if he didn't have to go to the babysitter's at all.			72%
My children usually like going to a babysitter's home.	87%		

Other factors also dealt not with the particular arrangement but more generally with the mother's role as a working mother or as a user of family day care. Our interest here was in sources of satisfaction that arise from conditions applying to any family day care arrangement a mother might make. Two scales, one expressing general confidence in sitters and the other an expectation that her child can get along with any sitter, reveal both satisfaction and a universalistic attitude of confidence in her sitters and in the ability of her child to adapt.

Table 7.4 Mother's General Confidence in Sitters

	Agree +3 to +1	0	Disagree -1 to -3
You can usually trust a sitter to do a good job.	82%		
Babysitters always like my children.	91%		
I think most sitters try to do what is best for the children they sit for.	79%		

Table 7.5 Mother's Expectation that Child Can Get Along with Any Sitter

	Agree +3 to +1	0	Disagree -1 to -3
My children get along with anybody.	73%		
It's difficult for my children to "take to" a sitter.			76%

A scale measuring mother's feeling that people disapprove of her working shows that at most a quarter of the respondents reported some feeling of stigma associated with being a working mother.

Table 7.6 Mother's Feeling that People Disapprove of Mothers Working

	Agree +3 to +1	0	Disagree -1 to -3
I don't think she approves of my working.			79%
I think most babysitters look down on mothers who work.			88%
I think other people look down on me for being a working mother.			75%

A role satisfaction scale for working mothers called "Preference for Work Role Over Homemaker Role" found respondents equally divided as to whether they were happier when working. This scale appears to measure a presence or absence of strain in integrating the cluster of roles that make up being a working mother. It is noteworthy that the lowest satisfaction scores come from this scale and, despite these strains, a high level of satisfaction was reported regarding the caregiver and the situation found for the child. One gains the impression that these working mothers managed to make child care arrangements with which they would be satisfied despite these strains and conflicts inherent in the roles they endeavor to perform.

Table 7.7 Here

Table 7.7 Mother's Preference for Work Role Over Homemaker Role

	Agree +3 to +1	0	Disagree -1 to -3
I am happier when I am working.	49%		
I would rather work than stay home.	38%		
On the whole, I think I can be a better mother if I work.	48%		

Somewhat greater levels of satisfaction were reported regarding the job itself; 89% of these working mothers said they liked the kind of work they were doing. The scale "Mother's Job Satisfaction and Job Market Advantage" illustrates one of the working hypotheses of the Field Study--a "freedom/satisfaction" hypothesis, namely that people make arrangements with which they are satisfied when conditions afford them a real choice. Those who are not constrained by limited options are more likely to be satisfied with their choices. In this scale the job satisfaction items were intercorrelated with items such as "Usually I don't have a hard time finding a job".

Table 7.8 Mother's Job Satisfaction and Job Market Advantage

	Agree +3 to +1	0	Disagree -1 to -3
I like the kind of work I am doing.	89%		
I wish my job were more interesting.			65%
Usually I don't have a hard time finding a job.	78%		

The remainder of the scales that will be presented below come closer to measuring other kinds of evaluations of the arrangement than satisfaction. Some of these other scales do reflect a flavor of satisfaction or dissatisfaction, but predominantly they correspond to domains reflecting a perception of one's "dependence" on circumstances, in the Thibaut and Kelly (1959) sense of the term, suggesting conditions under which limitations operate on the alternatives open to a person. Thus these scales measure an awareness of the freedom or constraint under which arrangements are made. Most obvious of this type of evaluation is the mother's perception of her economic need to work.

Table 7.9 Mother's Economic Need to Work

	Agree +3 to +1	0	Disagree -1 to -3
My family couldn't get by if I didn't work.			36%
For me, working is not an absolute necessity.	45%		
I do have some choice about whether to work or not.	51%		

For the working mother's role of user of family day care, there were two scales, one measuring her perceived need for a flexible sitter, and one her perception of the market place as to whether a lack of alternatives puts her at a disadvantage in the babysitting market.

Table 7.10 Mother's Need for a Flexible Sitter

	Agree +3 to +1	0	Disagree -3 to -1
I can't always let the sitter know ahead of time when I have to change my plans.			57%
It's impossible to tell the sitter what my plans are because I don't know myself.			66%
Sometimes I have to have my child stay late at the sitter's.			41%

Table 7.11 Mother's Disadvantage in the Babysitting Market

	Agree +3 to +1	0	Disagree -1 to -3
There are many people in my neighborhood who would be willing to give child care.	31%		
I have a list of alternatives if this arrangement fails.	43%		
If I lost my sitter, I would have to stay home.			72%

It was anticipated also that a sense of freedom or constraint would manifest itself in the orientation that mothers and sitters had toward interaction with each other in the arrangement. A number of factors reflected some kind of "adaptive orientation", that is a willingness or a reluctance to interfere or to be assertive, a cooperativeness, or a powerlessness in dealing with problems that arise between the parties to the arrangement. There are two mother scales of this kind, "Mother's Assertion that Sitters Should do What Mothers Say", and "Mother's Reluctance to Interfere with Sitter's Way of Handling Child." (See Appendix B.)

Still another kind of evaluation of the arrangement expresses more an expectation than an evaluation, an expectation based on the mothers' or sitters' values and preferences with respect to the kind of family day care arrangement they want for themselves. The inter-family closeness scales presented in the preceding chapter describe the arrangement made and reflect the degree of friendship desired. Other scales, however, contain more manifestly expressed preferences for a type of arrangement, for example "Mother's Preference for Uninvolved, Businesslike Relationship with the

Sitter" and "Playmates for Child as Mother's Reason for Having This Arrangement". These scales also will be found in Appendix B.

Let us now turn to the attitudes of the caregivers. The work role of the working mothers transpires outside of the family day care arrangement, but the "work role" for the caregivers is internal to the arrangement, and thus a greater number of sitter scales than mother scales emerged to measure satisfaction with this arrangement. In a manner parallel to that of the working mothers, the first and strongest factor for the sitters was her satisfaction with this mother's concern for her child. Here we see that the sitters expressed a high regard for the mothers who used their services.

Table 7.12 Sitter's Satisfaction with this Mother's Concern for Her Child

	Agree +3 to +1	0	Disagree -1 to -3
It would be easier for me if the mother were more concerned about her children.			83%
The mother is very cooperative.	92%		
She is a good mother.	90%		

The sitters also were highly satisfied with the child's adjustment.

Table 7.13 Sitter's Satisfaction with this Child's Adjustment

	Agree +3 to +1	0	Disagree -1 to -3
Her child just won't mind me.			95%
Her child seems to have fun at my house.	99%		
Her child seems bored when he is here.			95%

For the caregivers an important issue and potential source of dissatisfaction was revealed in a scale measuring sitter's dissatisfaction with this mother's long hours, excessive demands, and lack of planfulness. With regard to this significant source of potential dissatisfaction, the data suggest that the sitters were relatively successful in making an arrangement with which they would be satisfied. In subsequent analyses, however, we shall see that the long hours of child care appear again and again with different kinds of evidence to be a threat to the satisfaction of caregivers.

On the issue of the mother's discipline, the sitters were slightly less approving than of other aspects of the mother's behavior.

Table 7.14 Sitter's Approval of this Mother's Discipline

	Agree +3 to +1	0	Disagree -1 to -3
Her children seem to mind her	72%		
The mother and I handle the child in about the same way.	72%		
She lets her child get away with too much.			59%

On the other hand, caregivers felt that they themselves were successful in dealing with their day care children and that the children were not too much for them. We see here an absence of the feeling that caring for this mother's child was an emotional drain. An analysis of the correlates of this scale becomes important in a later chapter.

Table 7.15 Sitter's Feeling that Caring for this Child is an Emotional Drain

	Agree +3 to +1	0	Disagree -1 to -3
The children are too much for me.			94%
I have trouble with her children because they are so spoiled.			84%
I like the way her children behave.	91%		
Taking care of her child is more of a drain than I expected.			85%

The "work role satisfactions" are two: "Sitter's Expressive Needs Met by Caring for Children" and "Sitter's Strain from Competing Requirements of Family and Sitter Roles." The sitters' feeling that their expressive needs are met by caring for children was higher for sitters who sit for strangers than for sitters sitting for friends. This was the one scale showing a significantly different level of satisfaction for the two groups (t = 2.09). This seems to reflect the fact that sitters who sit for friends frequently are motivated to do so as a favor and are less apt to express their motivations as a general gratification from giving child care. On the other hand, those who advertise their babysitting in the newspaper or otherwise present themselves more explicitly as giving child care have a more articulate and perhaps a stronger need to be caring for children.

Table 7.16 Here

The other role satisfaction measure for caregivers is a measure of role strain from the competing requirements of family and sitter roles. Just

Table 7.16 Sitter's Expressive Needs Met by Caring for Children

FRIENDS

	Agree +3 to +1	0	Disagree -1 to -3
I am happier when I am taking care of children.	72%		
I enjoy giving day care because it makes me feel I'm needed.	62%		
I enjoy giving day care because of the affection the children give me.	80%		
If I weren't doing babysitting I'd get bored.	31%		
I like to keep at least one child all the time.	44%		

STRANGERS

	Agree +3 to +1	0	Disagree -1 to -3
I am happier when I am taking care of children.	72%		
I enjoy giving day care because it makes me feel I'm needed.	74%		
I enjoy giving day care because of the affection the children give me.	77%		
If I weren't doing babysitting I'd get bored.	54%		
I like to keep at least one child all the time.	76%		

as for the working mothers, here again we find the lowest level of satisfaction reported. The gratifications of caregiving are achieved at a price.

Table 7.17 Sitter's Strain from Competing Requirements of Family and Sitter Roles

	Agree +3 to +1	0	Disagree -1 to -3
I just can't manage to keep the house the way I want to with children around all the time.			56%
I think a day care giver is usually not paid enough.			39%
I find that often the mother expects the sitter to do too much.			59%
I find that my babysitting is hard on my own family.			59%

Above we saw that mothers tended not to feel that people disapprove of their working. Their sitters, on the other hand, tended not to approve of mothers working. An examination of the paired mother-sitter data reveals that these two attitudes are not significantly correlated (are slightly in a negative direction). This and a number of other findings in the study suggest that ignorance of one another's attitudes may also sometimes be a key to the success of family day care arrangements.

Table 7.18 Here

It may be seen by inspection that sitters report less economic need

Table 7.18 Sitter's Disapproval of Mothers Working

	Agree +3 to +1	0	Disagree -1 to -3
It doesn't really do most children harm to spend the day away from their mother.	60%		
I think several hours a day is too much for a child to be away from his mother.			48%
I don't expect her to tell me what her plans are because she doesn't know herself.			61%
Mothers shouldn't work unless they absolutely have to.	81%		

to babysit than mothers have economic need to work, as was discussed in Chapter Five, and relatively few sitters reported a sense of powerlessness or disadvantage in their child care dealing with working mothers.

Table 7.19 Sitter's Economic Need to Babysit

	Agree +3 to +1	0	Disagree -1 to -3
My family could not get by without the money I make taking care of children.			82%
I need to babysit because it provides me with a steady source of income.			63%
I do babysitting even though I don't especially need the money.	64%		

Table 7.20 Sitter's Willingness to Babysit Only for Certain Children

	Agree +3 to +1	0	Disagree -1 to -3
I would give day care only to children I enjoy.	61%		
I would not keep a child who didn't get along here.	86%		
I would continue day care only for a child who likes me.	67%		

Tables 7.21, 7.22 and 7.23 Here.

Table 7.21 Sitter Role Power Vs. Powerlessness

	Agree +3 to +1	0	Disagree -1 to -3
Mothers give me adequate instructions.	78%		
Most mothers are good about letting me know about changes in their plans.	93%		
My husband (or family) doesn't approve of my doing babysitting.			89%
If I want to do babysitting, I have to take what I can get.			88%

Table 7.22 Sitter's Disadvantage in the Babysitting Market

	Agree +3 to +1	0	Disagree -1 to -3
It's hard to get babysitting jobs because there are a lot of women in my neighborhood who do babysitting.			80%
I can't find as many day care children as I need to have.			81%
I don't know how to find people to babysit for.			78%

Table 7.23 Sitter's Restrictiveness About Babysitting Hours

	Agree +3 to +1	0	Disagree -1 to -3
I make it clear to the mother that it is really inconvenient for me to babysit after a certain hour.	61%		
I can't have children who stay late.	43%		
I make it clear to the mother what I expect of her if I take the child.	72%		

Differences Between Friends and Strangers in Variability of Attitudes

This chapter has mainly reported levels of satisfaction in terms of percentage of agreement with scale items. The reader should consult Appendix B for the complete scales which show means and standard deviations for both friends and strangers. As reported earlier, the two groups did not differ significantly in their scale scores, except for one scale, "Expressive Needs Met by Babysitting". However, the two groups did differ significantly in the overall variability of their responses when taking both variance and covariance into consideration.

The overall variability of groups with respect to all variables may be compared by the generalized variance as suggested by Sokal (1965) and illustrated by Goodman (1968).

The generalized variance is estimated by the determinant of the variance-covariance matrix and is usually expressed as the natural logarithm (ln) of that determinant. The standard deviaton of the natural logarithm of the determinant is approximately equal to $\frac{2p}{n-1}$ where p = the number of variables and n = the number of observations.

The utility of such a measure is that we can express the overall variability with respect to many attributes in one number.

A comparison of friends and strangers with respect to mother and sitter scales follows:

Mother Scales
p = 17 Scales

Friends (n=39) General Variability = ln Determinant = 38.52 ± .89

Strangers (n=65) General Variability = ln Determinant = 35.62 ± .53

Z = 2.79

Sitter Scales
p = 15 Scales

Friends (n=39) General Variability = ln Determinant = 46.87 ± .79

Strangers (n=65) General Variability = ln Determinant = 25.58 ± .47

Z = 23.14

Although a test of significance indicates that friends and strangers differ with respect to variability on both mother and sitter scales, it is apparent that the differences in variability are much greater on sitter scales than on mother scales.

We may conclude from this that mothers tend to be only slightly different in the variability of their attitudes whether they employ a friend or a stranger as a sitter. But there is wide variability among sitters who respond to child care requests from their friends and much greater uniformity in overall attitude among sitters who are "in the business" of sitting for strangers, perhaps because of having developed a more contractual, businesslike, and professional role.

Summary and Conclusions

The purpose of this chapter was to present a summary picture of the level of satisfactions reported by mother and sitter for the arrangement that they made with each other. This was done not by presenting global self ratings of satisfaction but by examining a variety of specific sources of satisfaction and dissatisfaction. How satisfied were they? In general they reported a high level of satisfaction with their arrangement but a lower level of satisfaction with general aspects of their roles. But how should the high levels of reported satisfactions be interpreted?

It is important to recognize that our aim in this study was not to assess whether family day care arrangements are as good or as bad as our respondents claimed. Indeed, it was not our aim to evaluate the quality of care ourselves, but only to investigate how the arrangements were perceived and evaluated by the two principal parties to the arrangement. Perhaps indirectly through the eyes and feelings of the participants, one can gain perspective about the quality of care involved and make inferences about it, but the data in this chapter and in the next two chapters consist of the reported evaluations by mother and caregiver.

One way of interpreting the high levels of satisfactions reported is in terms of the well known element of response by acquiescence in the interview situation and presentation of one's self in a favorable or socially desirable light. One should expect that such response biases would be reflected especially in the scales derived from the first factor of a factor analysis; the first factor frequently contains a highly generalized evaluative flavor which is only partially eliminated by the Varimax rotation procedure. The first rotated factors for both mother and sitter we interpreted as satisfaction with the other's concern for the child and high satisfaction was reported on both scales. Both women spoke well of each other but also implicitly and indirectly of their own choices in a vital matter. One might also expect judgments about the choices they had to make to reflect resolution of any dissonance they may have felt about whether they had made a good choice.

Yet an overly cynical interpretation of our respondents' evaluations of their arrangements would be no better grounded in theory or evidence than a naive acceptance of the unbiased face validity of their statements. Beneath the surface levels of response one can, through careful analysis, begin to infer a reasonable degree of validity from the ability of respondents to discriminate sources of satisfaction and dissatisfaction, from the specificity of the items, from the cross validation of many reports and evaluations by respondents of their situations, from correspondence between mother data and sitter data, between respondent data and interviewer impressions, between self report scales and "hard" data, and from the way the patterns of correlations fit and depart from the original conceptual model. Out of the patterns of correlations, but even more importantly, out of repeated analyses that come at questions in different ways, as one works with the data one begins to develop a perspective about the consistencies and inconsistencies in the data and a sense of convergence on a coherent picture of the results.

To sum up the results of this chapter, then, our net interpretation is to say that on the issues of satisfaction and dissatisfaction as we measured them, mothers and sitters made arrangements with which they were satisfied. The family day care arrangement was fraught with uncertainties, pitfalls, and pressures, and managing the roles involved strain for both women. Yet the data suggest that the two principal parties to the arrangement, according to their judgment, accomplished a relatively successful adaptation that resulted in a high level of satisfaction with the particular arrangement they made. The satisfaction of mother and sitter alike was especially high on child-oriented issues. This is not to say that they were right or wrong in the assessments of the effects the arrangement made on the child, but it is important to know what their opinions were, and their opinions suggest that we observed a sample of relatively successful family day care arrangements.

CHAPTER EIGHT - CORRELATES OF MOTHERS AND SITTERS GLOBAL RATINGS OF SATISFACTION WITH THE ARRANGEMENT

This chapter examines the correlates of the mother's and sitter's global self-report ratings of their satisfaction with the arrangement. The global self-rating is regarded as a criterion of overall satisfaction with the arrangement and the correlates of that self-rating are regarded as representing the most salient sources of satisfaction. This is done first by examining the magnitude of the simple correlations between the scale scores and the rating and then by examining a series of stepwise multiple regressions.

The results show that for all mothers, satisfaction with the sitter's concern for the child stands out as the most salient correlate of satisfaction; while for sitters the salient correlates of satisfaction differ for friends and strangers. For sitters who sit for friends the sources appear to stem not from within the particular arrangement as measured by the satisfaction scales but rather from characteristics of communication and inter-personal relationships between the two women. Between strangers we find a balanced exchange of mutual satisfactions arising from the characteristics of the arrangement.

In this and the following chapter we turn to an examination of patterns of correlations in a series of analyses which suggest a more explanatory understanding of the sources of satisfaction and dissatisfaction. The correlations give insight into the conditions under which mothers and sitters report satisfaction with their arrangements. Because the patterns of satisfaction are different for "friends" and "strangers", the next two chapters will describe their patterns separately. Then Chapter Ten will compare and interpret the results.

An additional technique that lends itself to making inferences about which sources of satisfaction may be most important to the working mother and her neighborhood caregiver is to regard the respondent's own rating of her overall satisfaction with the arrangement as a global judgment that takes everything into consideration. The magnitude of the simple correlation between a scale and the global rating can then be regarded as a derived measure of the extent to which those domains were sources of satisfaction with the arrangement. Since many of the elements of satisfaction may be intercorrelated, an additional technique is provided by stepwise multiple regression which permits an examination of the manner in which variables can combine to contribute to the variance of the global rating, and further, the size of the R^2 provides a measure of the extent to which one has been successful in accounting for the sources of satisfaction.

These analyses are, of course, subject to methodological limitations that were discussed in Chapter Two, and the reader is reminded that our aim here is simply to identify the relevant variables that deserve special attention because they appear to be making independent contributions to reported satisfaction with the arrangement. They deserve attention as candidates for further efforts to build an adequate model of mother and sitter satisfactions with the family day care arrangement.

Respondents were asked "Which statement comes closest to the way that you feel about this arrangement?" They were presented with a card offering the following response categories:

Satisfied about everything
Satisfied about most important things
Satisfied about some important things
All right for now
Dissatisfied about some important things
Dissatisfied about most important things
Dissatisfied about everything

} Coded -3 to +3

Consistent with the results obtained from the scales designed to tap specific sources of satisfaction and dissatisfaction, no difference was found between the friends and strangers groups in the level of satisfaction they reported on this global self-rating scale.

	FRIENDS		STRANGERS	
	Mother	Sitter	Mother	Sitter
X̄	+2.18	+2.18	+2.28	+2.31
s.d.	1.19	1.10	0.92	1.32

Before proceeding let us examine some data that will help to validate the respondent's global rating of satisfaction with the arrangement. Interviewers were asked to rate on a seven point scale the respondent's satisfaction with her role and with the three dyadic relationships involved in the arrangement. The results are shown in Table 8.1. In general the correlations appear where expected, with the exception of those for sitters for friends. For this group either the sitter interviewers failed to capture whatever it is that makes sitters happy or else sitter satisfaction with the arrangement lies outside the roles and relationships involved. It is noteworthy that for the mothers of both groups satisfaction with the arrangement is independent of the mother's work role satisfaction and of satisfaction with her relationship to her child.

Table 8.1 Here

Further validation is provided by the following multi-method matrix in Table 8.2 (Campbell and Fiske, 1959). The convergent validity correlations are shown in the boxes. It may be seen that the interviewer ratings numbered #1, #3, #5 tend to be correlated partly, but not entirely, as an artifact of the method. Nevertheless, the domains are clearly discriminated.

Table 8.1

CORRELATIONS BETWEEN INTERVIEWER RATINGS AND RESPONDENT'S SELF-REPORT GLOBAL RATINGS OF SATISFACTION WITH THE ARRANGEMENT

Interviewer Ratings	Global Self-Rating of Satisfaction with the Arrangement			
	Mothers Global Rating		Sitters Global Ratin	
Mother's Satisfaction (rated by mother interviewer)	Friends	Strangers	Friends	Stranger
Mothers Work Role Satisfaction	-	-	-	-
Mother User Role Satisfaction	.76	.72	-	.46
Mother's Satisfaction with Sitter-Mother Relationship	.61	.49	-	-
Mother's Satisfaction with Sitter-Child Relationship	.47	.43	-	-
Mother's Satisfaction with Mother-Child Relationship	-	-	-	-
Sitter Satisfaction (Rated by sitter interviewer)				
Giver Role Satisfaction	-	-	-	.46
Sitter Satisfaction with Sitter-Mother Relationship	-	-	-	.48
Sitter's Satisfaction with Sitter-Child Relationship	-	.42	-	.50
Sitter's Satisfaction with Mother-Child Relationship	-	.34	-	.55

For both friends and strangers the most global ratings of mother's satisfaction concerning the family day care arrangement, #3 and #4, are correlated with items #5 and #6 rather than with #1 and #2, that is, with the sitter-child relationship in this arrangement rather than with the satisfaction of being a working mother. In general both the scales and the interviewer ratings used in the study reveal an ability by both mothers and sitters to discriminate meaningfully among a variety of sources of satisfaction and dissatisfaction in their lives. In Table 8.2, interviewer ratings validate the importance to the working mother of the sitter's concern for child.

Table 8.2 Here

Friends - Mothers

First let us concentrate our attention on the mother's global rating of satisfaction with the arrangement, remembering that this arrangement was made with a sitter who was a friend or acquaintance when the arrangement began. Figure 8.1 is a correlograph in which only the correlations with the global ratings are shown. The mother data appear above the line and the sitter data below the line, and only correlations ≥ .317 are shown. (This is the 5% level of significance for the friends group, N = 39. The same magnitude of correlation is used for strangers group, N = 65, for which the correlation is significant at the .01 level. (See Chapter Two.)

Figure 8.1 Here (Credit for the idea of using correlographs we owe to Mann, Indik, and Vroom, 1963)

The most obvious finding is that mother's satisfaction with sitter's concern for the child is the lone satisfaction correlate of her global

Table 8.2 Multi-Method Matrix of Correlations Among Satisfaction Domains for Mothers (Work Role, Global Rating, and Sitter-Child Relationship)

	Mother's Work Role Satisfaction				Mother's Satisfaction with Sitter-Child Relationship in this Arrangement	
	Interviewer Rating	Scale: "Preference for Work Role Over Homemaker Role"	Mother's User Role Satisfaction Interviewer Rating	Mother's Global Rating of Satisfaction with this Arrangement	Interviewer Rating of Satisfaction with Sitter-Child Relationship	Scale: "Mother's Satisfaction with Sitter's Concern for Child"
	(1)	(2)	(3)	(4)	(5)	(6)
(1)		.73	-	-	-	-
(2)	.54		-	-	-	-
(3)	.45	-	FRIENDS	.76	.60	.66
(4)	-	-	.72	STRANGERS	.47	.64
(5)	.36	-	.51	.43		.63
(6)	-	-	.67	.61	.54	

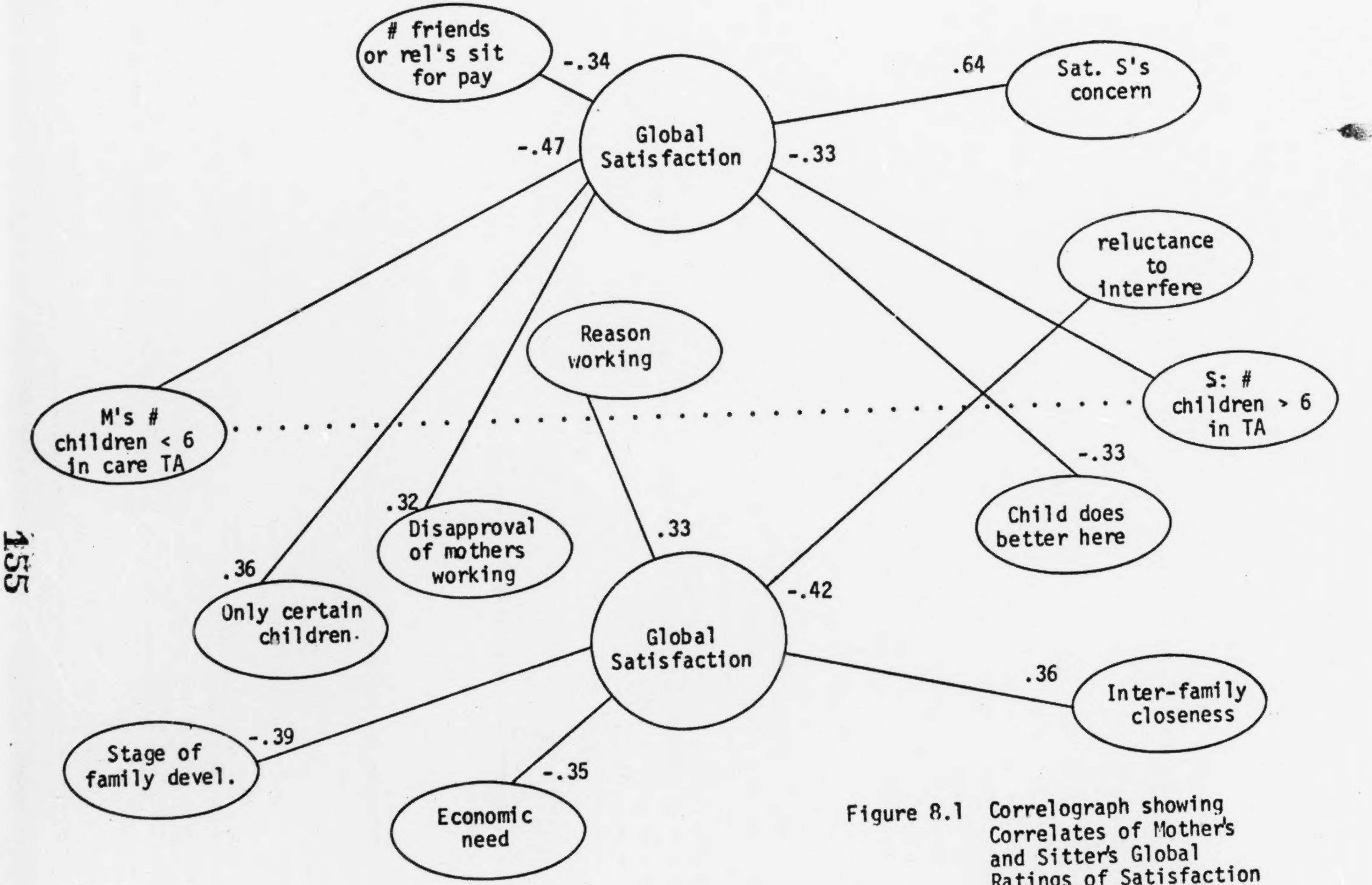

# friends
or rel's sit
for pay
-.34
Global
Satisfaction
.64
Sat. S's
concern
-.47
-.33
reluctance
to
interfere
Reason
working
S: #
children > 6
in TA
M's #
children < 6
in care TA
.32
Disapproval
of mothers
working
.33
Child does
better here
-.33
.36
Only certain
children.
-.42
Global
Satisfaction
.36
Inter-family
closeness
-.39
Stage of
family devel.
-.35
Economic
need

Figure 8.1 Correlograph showing Correlates of Mother's and Sitter's Global Ratings of Satisfaction With the Arrangement (Friends)

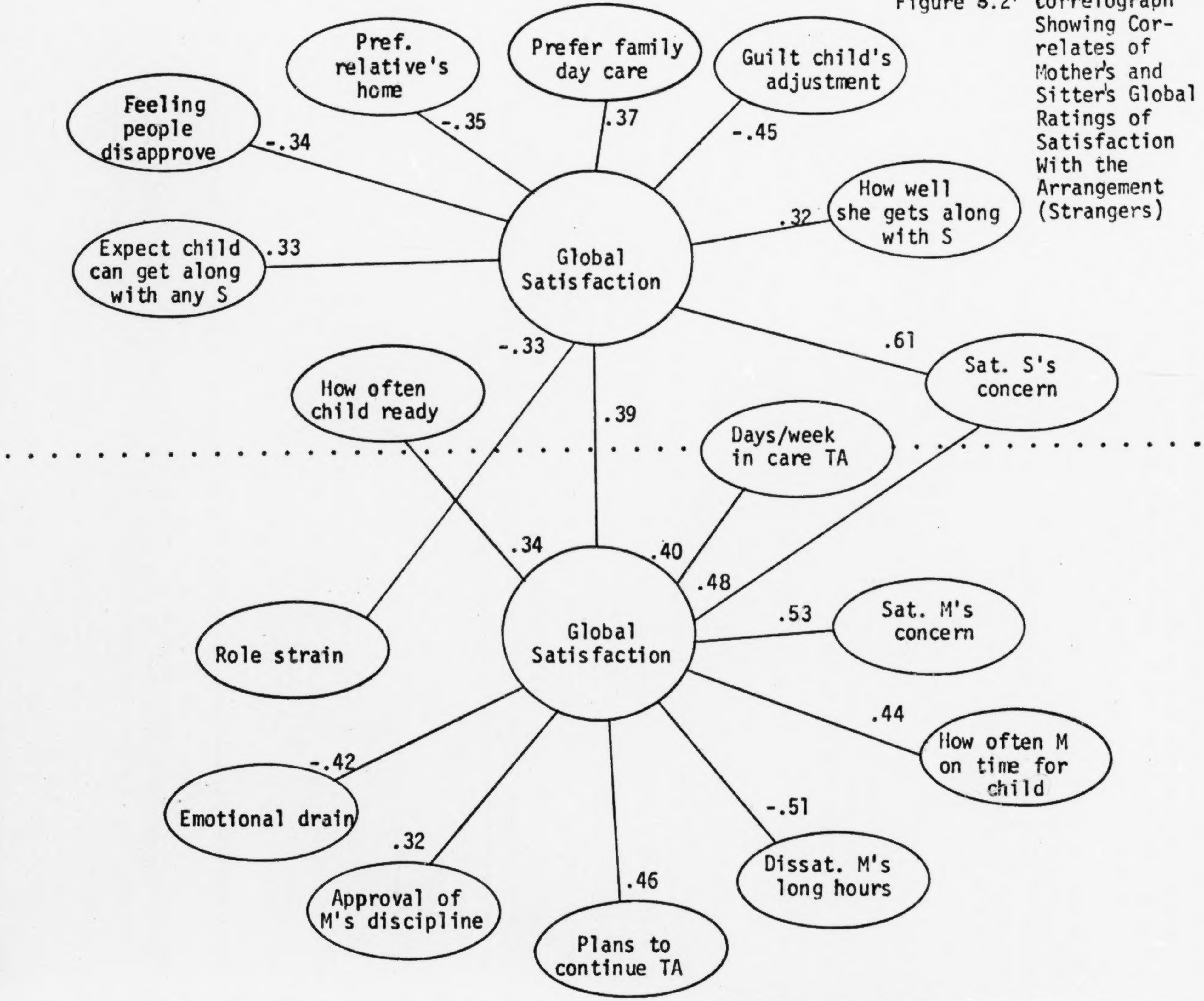

Feeling people disapprove
-.34
Pref. relative's home
-.35
Prefer family day care
.37
Guilt child's adjustment
-.45
How well she gets along with S
.32
Expect child can get along with any S
.33
Global Satisfaction
.61
Sat. S's concern
-.33
How often child ready
.39
Days/week in care TA
.34
.40
.48
Role strain
Global Satisfaction
.53
Sat. M's concern
.44
How often M on time for child
-.42
Emotional drain
-.51
.32
Dissat. M's long hours
Approval of M's discipline
.46
Plans to continue TA

Figure 8.2 Correlograph Showing Correlates of Mother's and Sitter's Global Ratings of Satisfaction With the Arrangement (Strangers)

rating and the correlation is moderately high.

Later in this chapter we shall see that this source of satisfaction is salient also for mothers who use strangers for sitters, although in the case of strangers it appears within a context of other satisfactions as well. The reader might keep these findings in perspective by looking also at Figure 8.2. A quick comparison of Figures 8.1 and 8.2 shows the relative absence of specific satisfaction correlates with the global ratings for both mothers and sitters who were friends or acquaintances when the arrangement began. For strangers, however, one sees a many-faceted picture of satisfactions that are mutually reinforcing.

Corroboration of the above results concerning the salience of mother's satisfaction with sitter's concern for child was found by examining the correlations between the global ratings of satisfaction with the arrangement and the individual items from all of the attitude scales. Because of the internal consistency of most of the scales, the item-rating correlates should correspond closely to the scale-rating correlates. Of the 12 scale items which were correlated with the global rating at least r = .408 (.01 level), all but one were items from the scale of satisfaction with sitter's concern for child. At the .05 level, or r = .317, the results for the 118 individual scale items are as follows:

r	Items From Scale of Mother's Satisfaction With Sitter's Concern for Child	Items from the Other Scales	
≥ .317	14	4	
< .317	8	92	
	22	96	k=118 items
			N=39 Mothers (friend

These results are, of course, extremely improbable by chance ($X^2 = 47.44$).

It is not surprising that a scale derived from the first factor of a factor analysis, even from a rotated factor, should be correlated with the global self-rating of satisfaction with the arrangement because they both are strongly evaluative in content. What is probably important about the results, however, is the strikingly child-oriented flavor of the overall evaluative judgment about the arrangement.

Let us turn now to multivariate evidence. Simple correlations do not tell the whole story because intercorrelations determine how a set of variables operate collectively as predictors. A series of stepwise multiple regressions were performed to predict the global rating from various domains. This was done so as to give different sets of variables or domains, such as the demographic, general attitude, or this arrangement attitudes, a chance to enter first. In the stepwise multiple regression the first variable to enter is the one that contributes the largest percentage to the variance of the criterion, and subsequent variables may enter if they make a significant additional independent contribution to the variance.

Necessarily, mother's satisfaction with sitter's concern for child was the first variable to enter among the "this arrangement" measures, contributing 41% of the R^2 of mother's global rating of satisfaction with this arrangement.

A multiple regression in which only sitter variables were allowed to enter as predictors of the mother's global satisfaction provides some insight into the interaction between mothers and sitters in arrangements between friends. The following predictors account for 61% of the variance. (See Table 8.3) (See Appendix G for the original simple correlations between predictors and the criterion.)

Box 8.1 F Levels for Multiple Regressions

In all cases presented in the text, the F values for the multiple correlations were significant at $p<.01$ at the final step reported. With rare exceptions all variables added at least 2 percent to the R^2. In Appendix G some of the F values, as noted, are not significant for regressions of global self-ratings on some classes of variables.

Because the multiple regressions were set up to generate hypotheses, it was desirable to consider many variables. The F level for inclusion was set at .01; for deletion at .005 (BMD02R, Stepwise Multiple Regression, Dixon, 1968). The F value for entering variables at each step in most cases reached at least the .05 level of significance. For a few of the later entering variables for the friends group, F at entry approached, but did not reach, signficance at 5%.

It should be emphasized that these procedures involved a large number of variables in relation to sample size, making it possible to capitalize on chance correlations. The results call for replication with new samples. As indicated in Chapter Two, we were satisfied to draw relatively weak conclusions from these analyses, namely, that they tended to confirm the results of the simple correlations as to which were the relevant variables.

Table 8.3 Multiple Regression of Mother's Global Satisfaction on Sitter Variables Only, for Friends

Mothers were satisfied with the arrangement, if:	Increase in R^2 each step
the sitter was willing to sit only for certain children;	.13
according to the sitter, the child did better at home than at the sitter's;	.09
the sitter felt powerless in the giver role (which amounts to putting up with the mother);	.07
the sitter had stability of residence;	.06
the sitter disapproved of mothers working;	.07
the sitter interviewer rated the arrangement as somewhat like a "commercial" type of arrangement (what this means is that mothers who used friends were happier when the arrangement involved some degree of social distance; while, as we shall see, mothers who used strangers were happier when their basically contractual arrangements were rated by sitter interviewers as having approached a closer, "extended family" type of arrangement);	.04
the sitter approved of this mother's discipline;	.03
complementarity: mother's low job flexibility and sitter's lack of older children;	.04
the sitter was rated by the interviewer as high in giver role satisfaction;	.03
the sitter was dissatisfied with the mother's long hours and lack of planfulness (thus again the mother was happy if the sitter was willing to put up with her need for a flexible arrangement despite dissatisfaction);	.02
the sitter was satisfied with the mother's concern for her child.	.02
Cumulative	R^2=.60

From this picture it is not hard to see why between friends the mother's global rating of her satisfaction with this arrangement is not positively correlated with the sitter's rating of her satisfaction with the arrangement. Indeed, between friends, mother's and sitter's satisfaction self-ratings are negatively, though not significantly, correlated. (r = -.21)

Friends-Sitters

Let us now turn to the sitters who sit for friends, referring back to the correlograph in Figure 8.1. The most dramatic feature for them is the complete absence of any correlate from the various subdomains of satisfaction with this arrangement. It will be remembered from the previous chapter that sitter satisfaction with this arrangement was more fully measured than was satisfaction for mothers. However, none of the several sitter scales of satisfaction with this arrangement is correlated with sitter's global self-rating of satisfaction with the arrangement.

Again, the item-rating correlates corroborate the scale-rating correlates. For sitters for friends, none of the individual items from "this arrangement" scales is correlated significantly with the global rating of satisfaction with the arrangement.

Rather, the correlates of global satisfaction for "sitter-friends" deal with general role variables, economic status, and family composition, or characteristics of the interpersonal relationships between the two families. From the simple correlations we see that sitters who sit for friends appear to be happier if their own children are young--the number of children involved is not an issue for the sitter even though it is for the mother who uses her. Sitters are happier if the mothers are not reluctant to interfere. Apparently mother reluctance to interfere is perceived by sitters as an unfortunate lack of communication. It is our impression that mothers lean over backwards not to bring up problems the discussion of which might interfere with the friendship; yet for the sitter this can be a source of dissatisfaction. Also noteworthy is the fact that sitters who sit for friends are better satisfied when they are not economically driven to do babysitting. In sum, the simple correlations provide us with a sketchy picture of sitter satisfaction for friends. The picture is noteworthy for what it leaves out as well as for the preoccupation with role and communication it reveals as correlates of overall satisfaction with the arrangement.

The multivariate picture provided by the multiple regressions gives a somewhat fuller picture of the sitter satisfactions with this arrangement.

A multiple regression in which selected mother and sitter variables from all areas were allowed to enter is summarized in Table 8.4.

Table 8.4 Here

It should not be thought that sitters were satisfied with their arrangements because they were dissatisfied with the child's adjustment. We interpret this result as showing that, for friends, satisfaction with the arrangement occurred despite a concomitant slightly lower satisfaction with the child's adjustment which on the whole was very high. For friends, however, we see an absence of mutual satisfaction, at least as revealed by our measure. Here is an arrangement born of prior acquaintance or friendship in which the dependence of one woman on the other appears not to be sustained by mutual satisfactions from within the arrangement.

Table 8.4 Multiple Regression of Sitter's Global Satisfaction on Mother and Sitter Variables, for Friends

Sitters who sat for friends were satisfied with the arrangement, if:	Increase in R^2 each step
the mother was not reluctant to interfere with the sitter's way of handling the child;	.18
the sitter was of lower socioeconomic status;	.09
the sitter did not feel powerless in the giver role;	.07
she sat for a mother who was rated by the interviewer as low in user role freedom;	.05
the mother's family was at an early stage of family development;	.05
the sitter viewed the relationship to the mother as a close friendship;	.06
the sitter did not perceive herself as having an economic need to babysit;	.03
the mother was satisfied with the sitter's concern for the child;	.02
the sitter had relatively low stability of residence;	.06
the mother's satisfaction with the mother-sitter relationship in this arrangement was rated by the mother interviewer as lower in satisfaction;	.05
the sitter had a larger amount of day care business (remembering that sitters for friends had a smaller amount of day care business than did strangers);	.03
the sitter reported lower satisfaction with the child's adjustment;	.02
she did not report a strain from the competing requirements of family and caregiver roles.	.03
	Cumulative R^2=.74

Strangers-Mothers

Now we will turn to arrangements between mothers and sitters who were "strangers" to each other when the arrangements began. For this group the correlates of mother's own global rating of her satisfaction with the arrangement are many. A correlograph of these relationships is shown in Figure 8.2 (ignoring the intercorrelations which are shown in Appendix G). What this correlograph shows is a picture of mutual satisfaction between mother and sitter, not only between the global ratings but through specific sources of satisfaction which are well represented as correlates of the global ratings.

Figure 8.2 Here

The correlations suggest a reciprocity of mutual satisfactions positively correlated, in contrast with the findings for arrangements between friends. An examination of the magnitude of the correlations again shows that the mothers were satisfied with their arrangements first of all if they were satisfied with the sitter's concern for the child and with the child's adjustment to babysitting.* It is also noteworthy that the mother's preference for family day care as a type of care correlated with her satisfaction with the arrangement.

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*The item-rating correlation confirmed the scale-rating correlations also for "mother-strangers":

r	Items From Scale of Mother's Satisfaction With Sitter's Concern for Child	Items From Other Scales	
≥.317	18	18	
<.317	4	78	
	22	96	k=118 items N= 65 Mothers

$x^2 = 33.58$; $p<.01$

In general the several stepwise multiple regressions of the mother's own global rating of satisfaction with the arrangement (the results of which are shown in Appendix G) confirm the child-oriented character of the global rating. However, there is one interesting discrepancy in the picture of a mutual satisfaction; in a regression (Table 8.5) in which only sitter variables were allowed to enter as predictors of mother's global satisfaction with the arrangement, sitter's dissatisfaction with mother's long hours, excessive demands and lack of planfulness entered the equation positively, each contributing a 3% increase in the R^2. It would appear that the mother's long hours and the demands she makes on the sitter were an inherent source of conflict in arrangements between strangers; what was a source of satisfaction for mothers was a source of dissatisfaction for the sitters. We shall come back again to this variable in the next chapter where the mother's long hours figure importantly as a source of strain for sitters.

Table 8.5 Here

It should be pointed out, however, that, for the most part, Table 8.5 does not show an incompatibility between mother satisfaction and sitter satisfaction. Sitter role strain entered second in the regression equation with a negative coefficient, contributing 9% to the R^2. It is noteworthy also that mothers were satisfied with the arrangement when sitter's economic status and family income were higher as well as when the youngest child in the arrangement was in care a high number of days per week and sitters planned to continue the arrangement.

Table 8.5 Multiple Regression of Mother's (Strangers) Global Satisfaction on Sitter Variables Only

	Increase in R^2 each step
sitter interviewer: sitter satisfaction mother-child relationship;	.12
sitter's lack of strain from competing role requirements;	.09
number of days per week youngest child in care this arrangement;	.08
sitter's SES;	.06
sitter's family intactness and family income;	.04
sitter's plans to continue this arrangement;	.03
sitter's dissatisfaction with mother's long hours, excessive demands, and lack of planfulness;	.03
sitter interviewer: how much this arrangement is like an extended family arrangement.	.03
Cumulative R^2=.48	

Strangers-Sitters

An examination of a multiple regression allowing only mother variables to predict sitter's satisfaction with the arrangement (Table 8.6) also shows that the number of days per week the youngest child is in care is a source of sitter satisfaction:

Table 8.6 Multiple Regression of Sitters (Strangers) Global Satisfaction on Mother Variables Only

	Increase in R^2 each step
mother's satisfaction with this sitter's concern for child;	.23
number of days per week youngest child in care;	.16
mother's disadvantage in the babysitting market;	.04
complementarity: mother's low job flexibility and sitter's lack of older children;	.04
mother's SES.	.02
Cumulative	R^2=.49

In general, however, a balanced picture of mutual satisfaction with the arrangement is shown in the following multiple regression (Table 8.7) in which both mother and sitter variables were allowed to enter from any domain.

Table 8.7 Here

Table 8.7 Multiple Regression of Sitters (Strangers) Global Satisfaction on Mother and Sitter Variables

	Increase in R^2 each step
sitter's satisfaction with this mother's concern for child;	.28
number of days per week youngest child in care this arrangement;	.19
mother's satisfaction with this sitter's concern for child;	.14
mother's feeling of guilt about child's adjustment to babysitting;	.03
sitter interviewer: sitter's giver role satisfaction.	.03
Cumulative	R^2=.67

Summary

In general in this chapter we have seen that arrangements between strangers are characterized by the balanced exchange of satisfactions. It is not a picture of close similarity of views or an identical sharing of values, so much as a compatible exchange of perceived benefits that are mutually consistent and complementary. Arrangements between friends on the other hand rely on the friendship; for them satisfaction with the arrangement occurs when communication is satisfactory, and for them the interpersonal relationship is sustained despite dissatisfactions of the other party.

CHAPTER NINE - ROLE STRAIN AND EMOTIONAL DRAIN

Two Focal Variables Among the Satisfactions and Dissatisfactions of Sitters.

By examining the patterns of intercorrelations among the scale scores for sitters for friends and sitters for strangers, we find a clustering around two focal variables: role strain and emotional drain. The sources of strain and drain differ for the two kinds of sitters.

In Chapter Eight the correlates of global self-ratings of satisfactions were interpreted as providing a measure of the salience of specific sources of satisfaction and dissatisfaction. A theoretically interesting alternative is presented in this chapter based on the discovery that for both groups of sitters (friends and strangers) the patterns of intercorrelations tended to cluster around two sitter scales, namely, "Sitter's strain from competing requirements of family and sitter roles" and "Sitter's feeling that caring for this mother's child is an emotional drain." The measure of role strain was designed to test the general difficulties of "budgeting" competing role requirements. (Goode, 1960) The emotional drain scale was specific to this particular arrangement and included items designed to tap the sitter's feeling that her emotional resources were being depleted by caring for this mother's child or children. The scales are shown in Table 9.1 and 9.2.

Tables 9.1 and 9.2 Here

Table 9.1 Sitter's Strain From Competing Requirements of Family and Sitter Roles

	Friends		Strangers	
	Mean	Standard Deviation	Mean	Standard Deviatio
I just can't manage to keep the house the way I want to with children around all the time.	- .54	1.71	- .49	1.98
I think a day care giver is usually not paid enough.	.03	1.80	.08	1.74
I find that often the mother expects the sitter to do too much.	- .31	1.58	- .85	1.62
I'm not satisfied with the amount of money I can make babysitting.	-1.03	1.78	-1.38	1.43
Mothers impose on sitters.	- .36	1.55	- .60	1.65
My husband gets upset sometimes because he feels that I do more for mothers and children than I need to.	- .67	1.69	- .77	1.89
Mothers are usually considerate of sitters.	1.62	.88	1.55	1.12

Cronbach's Coefficient Alpha

	Sitters
Friends	.81
Strangers	.83

Scale Mean and Standard Deviation

	Sitters	
	$\bar{X}$	S.D.
Friends	-4.7	8.35
Strangers	-6.2	8.88

Table 9.2 Sitter's Feeling That Caring For This Mother's Child is an Emotional Drain

	Friends		Strangers	
	Mean	Standard Deviation	Mean	Standard Deviation
The children are too much for me.	-2.13	1.13	-2.32	.64
I have trouble with her children because they are so spoiled.	-1.82	1.57	-1.95	1.27
I like the way her children behave.	1.51	1.17	1.82	.86
Mothers are always pleased with the way I have things fixed up to take care of children.	1.38	.85	1.65	.80
Her child gets on my nerves more often than I'd like.	-1.87	1.32	-1.74	1.34
I get tired of the mother talking about her trouble with the child at home.	-1.97	1.04	-2.05	.91
Her child is a real pleasure to be around.	1.85	1.14	1.75	1.15
Taking care of her child is more of a drain than I expected.	-1.44	1.57	-2.08	1.04
I take children whether they are sick or not.	.54	1.73	.58	1.77
Some days I really feel ready to give the children up.	- .31	1.94	-1.18	1.59
Her children are neat and clean.	1.72	1.62	1.89	1.26

Cronbach's Coefficient Alpha

	Sitters
Friends	.78
Strangers	.75

Scale Mean and Standard Deviation

	Sitters	
	X̄	S.D.
Friends	-16.5	8.61
Strangers	-19.0	6.98

Correlographs showing the intercorrelations and how they clustered in relation to these two focal variables appear in Figures 9.1 and 9.2. A table of intercorrelations is shown in Appendix H. Since the two groups of caregivers did not differ significantly in the amount of satisfaction or dissatisfaction they reported on the strain and drain scales, the story is told only in how the patterns of correlations differed. The patterns that appear in the correlographs are confirmed by multiple regressions of strain and drain, first for friends and then for strangers.

Figures 9.1 and 9.2 Here

Role Strain-Friends

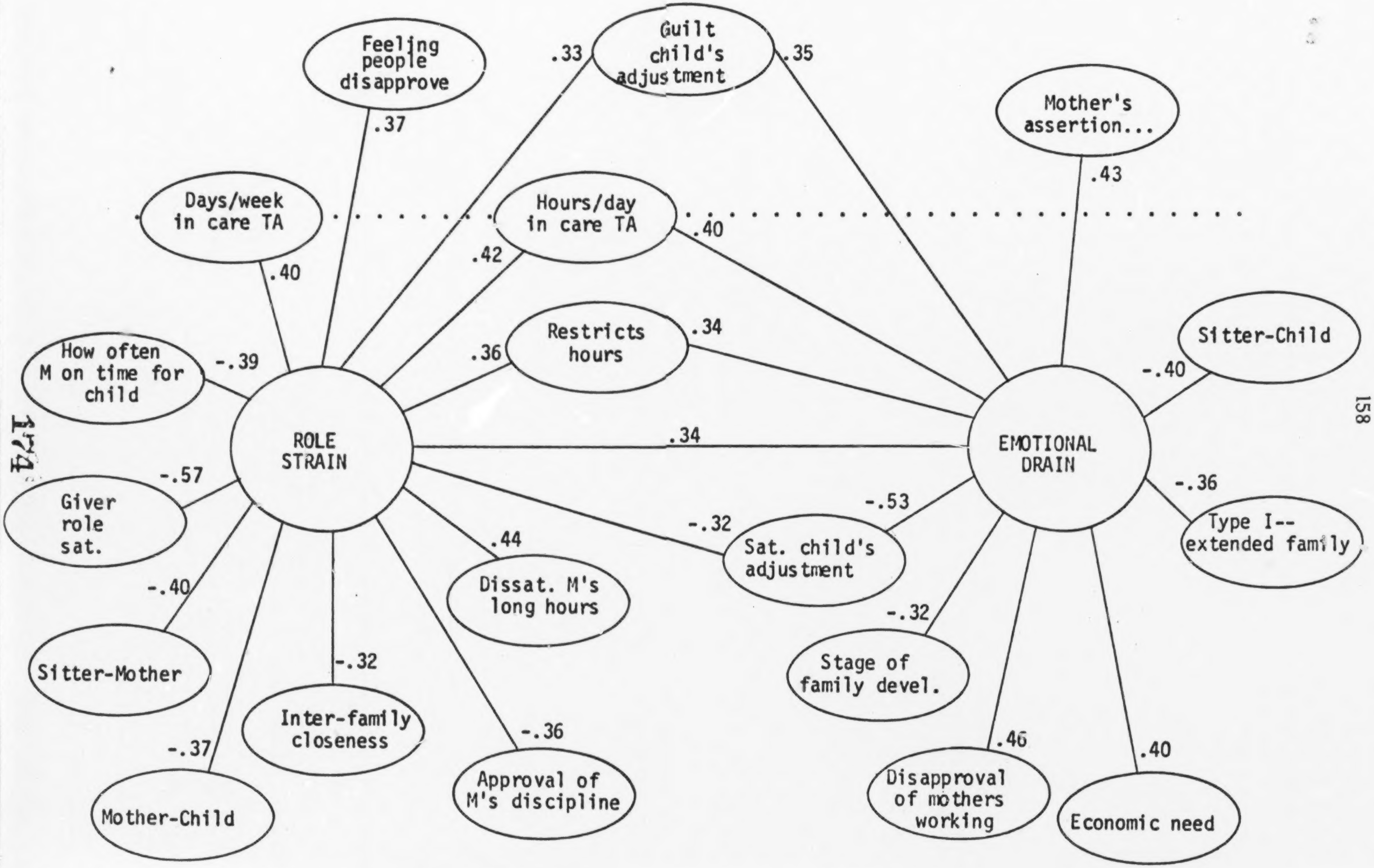
The multiple regression reported in Table 9.3 shows for sitters who sit for friends how much of the variance of role strain was accounted for. Role strain in sitting for friends appears to have involved general dissatisfaction with the giver role as rated by the interviewer and more specifically involved problems of negotiating with the mother the hours that the child would be in care and the planfulness and demandingness of the mother with regard to those hours. It is as if the sitter got herself in for more than she anticipated. Sitting for a friend, frequently done as a favor, appears to have become a problem because of difficulties in defining the limits of expectations.

Table 9.3 Here

Emotional Drain-Friends

In sitting for friends, emotional drain appears to have stemmed from the child's adjustment as an issue. This is shown in Table 9.4. Drain

Figure 9.1 Correlograph Showing Correlates of Role Strain and Emotional Drain (Friends)



Feeling people disapprove
.37
.33
Guilt child's adjustment
.35
Mother's assertion...
.43
Days/week in care TA
.40
Hours/day in care TA
.42
.40
Restricts hours
.36
.34
How often M on time for child
-.39
ROLE STRAIN
.34
EMOTIONAL DRAIN
Sitter-Child
-.40
-.36
Type I--extended family
Giver role sat.
-.57
-.40
Sitter-Mother
-.37
Mother-Child
Inter-family closeness
-.32
Approval of M's discipline
-.36
Dissat. M's long hours
.44
Sat. child's adjustment
-.32
-.53
Stage of family devel.
-.32
Disapproval of mothers working
.46
Economic need
.40

Figure 9.2 Correlograph Showing Correlates of Role Strain and Emotional Drain (Strangers)

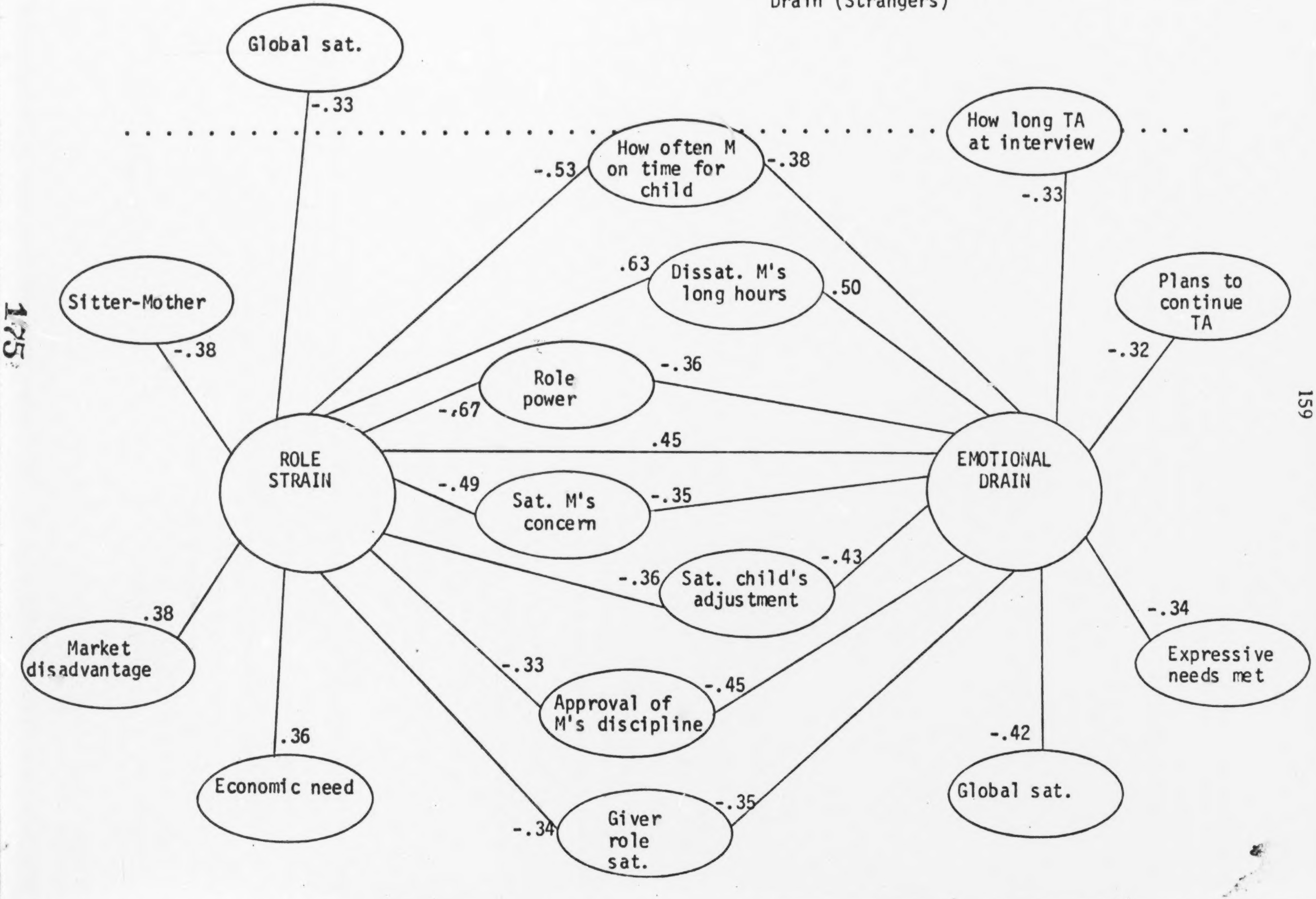
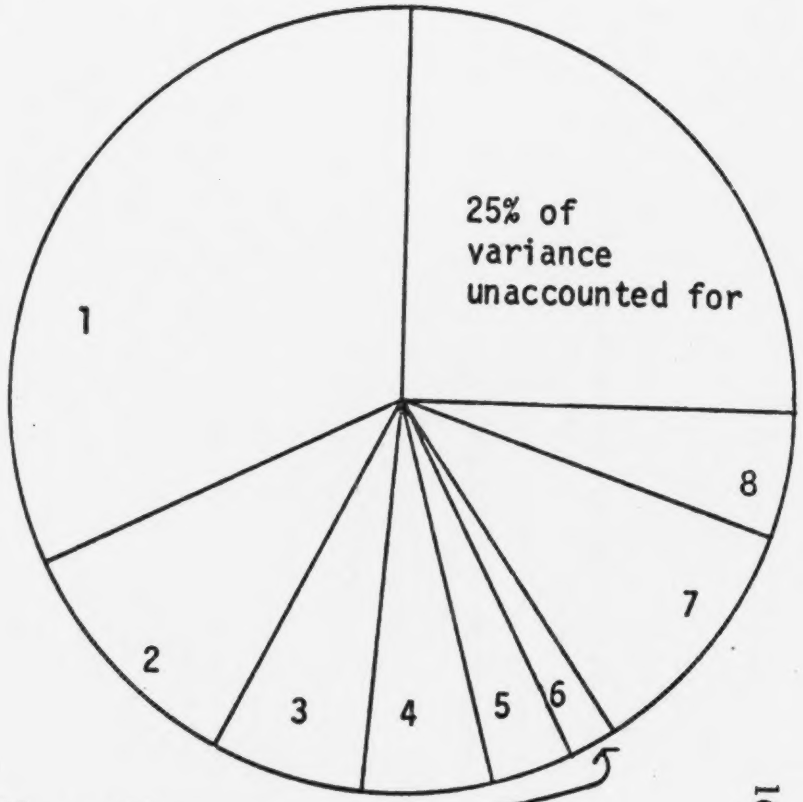

Global sat.
-.33
How long TA at interview
How often M on time for child
-.53
-.38
-.33
Sitter-Mother
Dissat. M's long hours
.63
.50
Plans to continue TA
-.38
-.32
Role power
-.36
-.,67
.45
ROLE STRAIN
EMOTIONAL DRAIN
-.49
Sat. M's concern
-.35
-.43
-.36
Sat. child's adjustment
.38
Market disadvantage
-.34
Expressive needs met
-.33
Approval of M's discipline
-.45
.36
-.42
Economic need
Global sat.
-.34
Giver role sat.
-.35

Table 9.3 Multiple Regression of Sitter's Role Strain (friends)

Variable Name	r	Direction of Contribution	Increase in R^2
1. S: giver role sat.	-.57	-	.32
2. S: dissat. M's long hours	.44	+	.10
3. Hours/day in care TA	.45	+	.06
4. Days/week in care TA	.21	+	.05
5. S: restricts hours	.36	+	.03
6. M's assertion....	.23	+	.02
7. 7 variables contributing $\geq .01$ but $<.02$ to R^2			
S: role power			
S: sat. M's concern			
All children < 6 at S's			
M: family intactness and income			
S: sat. child's adjustment			
S: expressive needs met			
S: global sat.			
8. 10 variables contributing $<.01$			



Cumulative R^2 step 6 = .59; $p<.01$

Cumulative R^2 = .75

was greater if the sitter's family was young. As with role strain, issues of communication with the mother entered into the feeling of emotional drain. Having to be restrictive about the babysitting hours and the mother's assertion that sitters should do what mothers say were also contributors.

Table 9.4 Here

For sitters for friends, both strain and drain appeared to involve an element of interpersonal attitude showing concern over dominance, status differences, and the adaptive manner in which such differences are reconciled within the relationship. We are inclined to think that the use of a friend as a regular caregiver may introduce discrepancies between mother and sitter that are incompatible with the degree of equality that characterizes friendship. The sources of these discrepancies become sources of tension as time goes along.

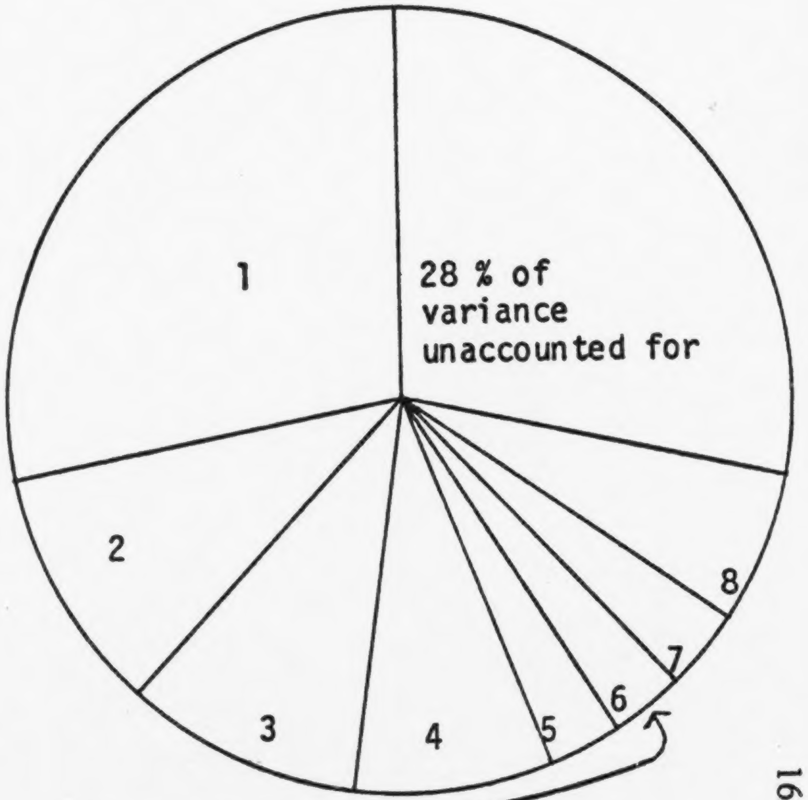
Role Strain-Strangers

For caregivers who sit for strangers, however, and who start out within the context of a contractual and instrumentally defined relationship that is not, at least initially, based on friendship, the sources of strain and drain were not the manner of relating so much as the possibility of exploitation, unfair exchange, or disadvantage in the transaction. For strangers, shown in Table 9.5, role strain was a function of feeling powerless or disadvantaged in the babysitting role. Also perceived economic need to babysit entered in, and, as for friends, the issue of the mother's long hours and lack of planfulness was a source of strain.

Table 9.5 Here

Table 9.4 Multiple Regression of Sitter's Emotional Drain (friends)

	Variable Name	r	Direction of Contribution	Increase in R^2
1.	S: sat. child's adjustment	-.53	-	.28
2.	S: restricts hours	.34	+	.10
3.	S: stage of family development	.32	-	.10
4.	M's assertion....	.43	+	.08
5.	S: global sat. TA	-.08	-	.03
6.	M's SES	-.20	+	.03
7.	3 variables contributing ≥ .01 but <.02 to R^2			
	M: how child gets along with sitter			
	S: sat. M's concern			
	S: role strain			
8.	13 variables contributing <.01			

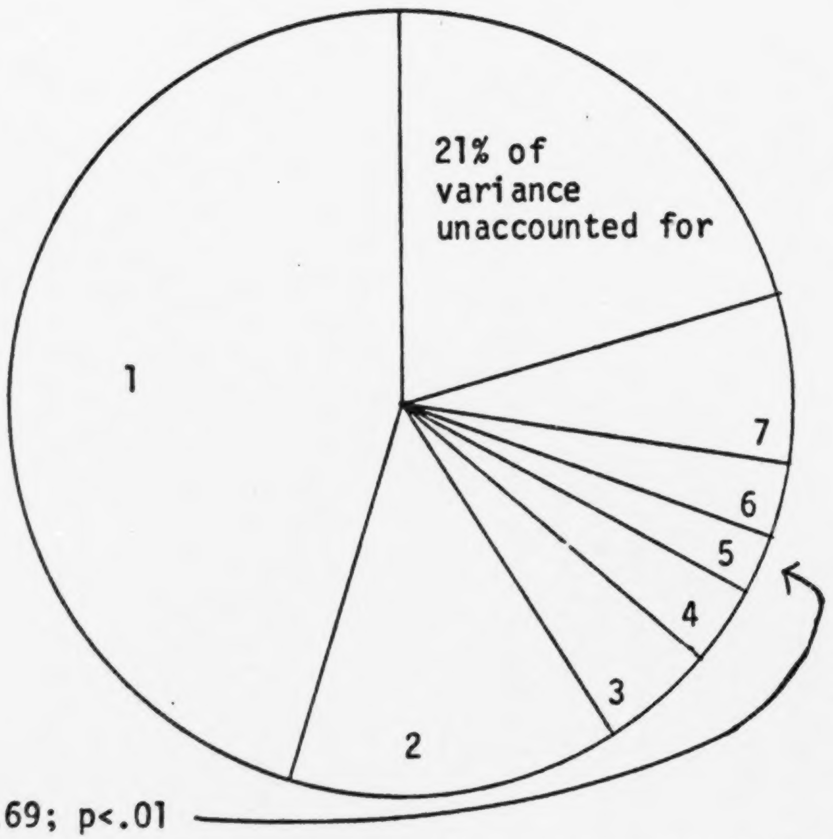


Cumulative R^2 step 6 = .62; $p<.01$

Cumulative R^2 = .72

Table 9.5 Multiple Regression of Sitter's Role Strain (strangers)

	Variable Name	r	Direction of Contribution	Increase in R^2
1.	S: role power	-.67	-	.45
2.	S: dissat. M's long hours	.63	+	.14
3.	S: economic need	.36	+	.05
4.	S: inter-family closeness	.17	+	.03
5.	Hours/day in care TA	.32	+	.02
6.	2 variables contributing ≥.01 but <.02 to R^2			
	All children < 6 at sitter's			
	S: emotional drain			
7.	15 variables contributing <.01			

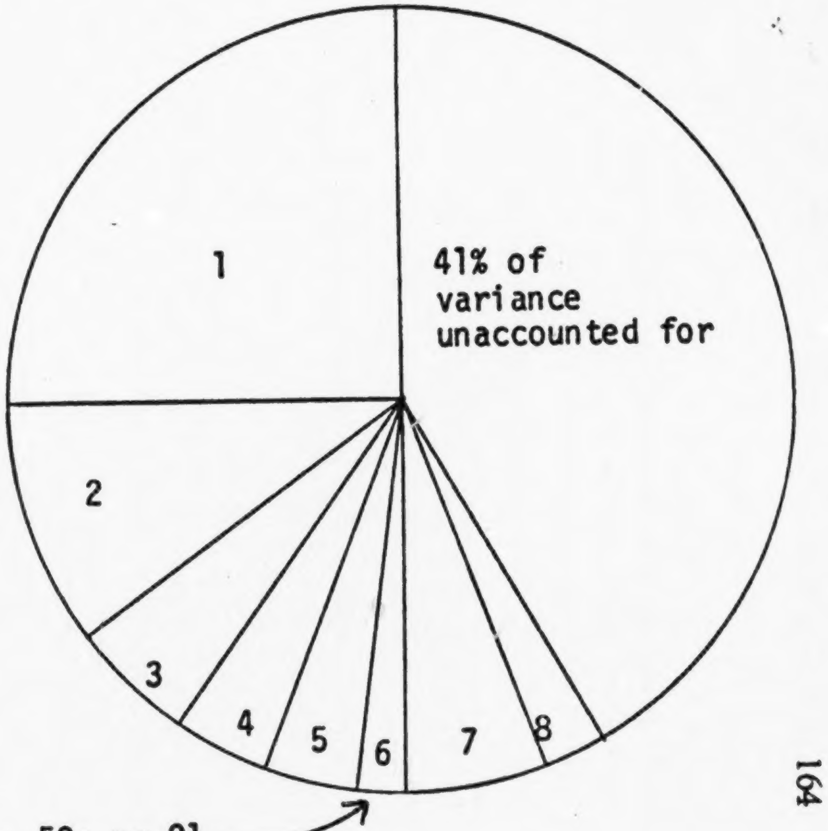


Cumulative R^2 step 5 = .69; p<.01

Cumulative R^2 = .79

Table 9.6 Multiple Regression of Sitter's Emotional Drain (strangers)

	Variable Name	r	Direction of Contribution	Increase in R^2
1.	S: dissat. M's long hours	.50	+	.25
2.	S: approval M's discipline	-.45	-	.10
3.	S: sat. child's adjustment	-.43	-	.05
4.	S: expressive needs met	-.34	-	.04
5.	S: sat. M's concern	-.35	+	.04
6.	M: global sat. TA	-.25	-	.02
7.	4 variables contributing $\geq .01$ but $< .02$ to R^2			
	All children < 6 at sitter's			
	S: role strain			
	S: global sat. TA			
	M's SES			
8.	11 variables contributing <.01			



Cumulative R^2 step 6 = .50; $p<.01$

Cumulative R^2 = .59

Emotional Drain-Strangers

There is a consistent theme in moving from strain to drain. Sitters for strangers reported emotional drain when they experienced dissatisfaction with the mother's long hours and lack of planfulness, disapproval of the mother's discipline, dissatisfaction with the child's adjustment, and some questioning of the mother's concern for her child. In general, among caregivers for strangers one notices a feeling of emotional drain expressed as a function of a whole set of potential dissatisfactions and strains, most of them involving the pressures of child care.

Table 9.6 Here

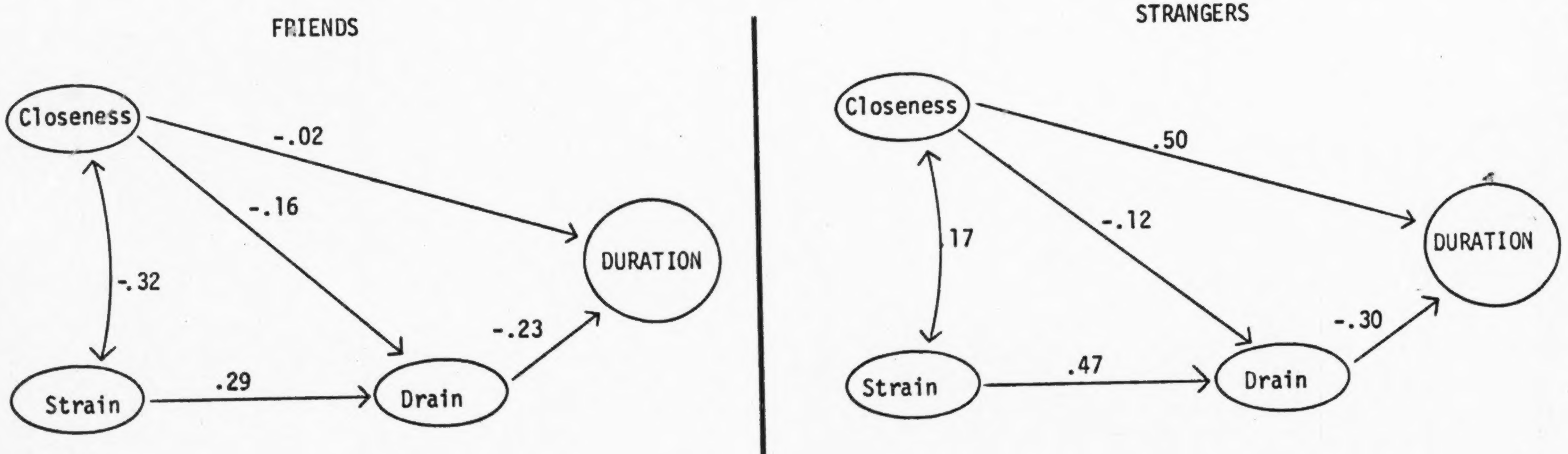
The Relationship Between Strain and Drain

The capstone to the above analysis will be set in place when we see how role strain and emotional drain are related to one another within the contexts of the two types of family day care arrangements. The following simple four-variable model (Table 9.7) relates inter-family closeness to strain, drain, and duration of the arrangement. This is a causal model in which the curved two-directional arrows are correlations but the one-directional arrows are path coefficients. The focus here is on specifying the contributions to the ultimate duration of the arrangement. (For cautions regarding stabilities of path coefficients, see Chapter Five, p.76)

Table 9.7 Here

As mentioned in Chapter Two, this study was not designed to predict duration of the arrangement, and the following results can at best be but

Table 9.7 Path Analysis of Duration of the Arrangement as a Function of Sitter's Perceived Inter-family Closeness, Role Strain, and Emotional Drain, for Friends and Strangers.


FRIENDS
Closeness
-.02
-.16
-.32
DURATION
-.23
Strain
.29
Drain
STRANGERS
Closeness
.50
.17
-.12
DURATION
-.30
Strain
.47
Drain

Original Simple Correlations

	Family Closeness (1)	Role Strain (2)	Emotional Drain (3)	Duration (4)
(1) Family Closeness		-.32	-.25	.04
(2) Role Strain	.17		.34	-.25
(3) Emotional Drain	-.04	.43		-.23
(4) Duration	.51	.02	-.30	

FRIENDS

STRANGERS

a crude approximation of the results we expect to report from our longitudinal study of family day care arrangements. In the present study the duration variable was crudely measured in three categories: under six months, six months to a year, and over one year. Furthermore, the data were obtained at various points in time during the arrangement, with the exception of the duration variable which was obtained by follow up. For these reasons very little of the variance of the duration measure could be accounted for.

Nevertheless, the results suggest hypotheses regarding the dynamics of the family day care arrangement and how they differ for friends and strangers from the sitter's point of view.* The results of this four-variable model we interpret as follows:

(1) Inter-family closeness between mothers and sitters directly contributes to a longer arrangement for strangers but not for friends. For strangers interfamily closeness, which earlier we saw develops independently of the sources of satisfaction with the arrangements, becomes an extra bonus and bond leading to continuation of the arrangement; while for friends the friendship, which was already there before the arrangement began, may be a reason for making brief child care arrangements, as well as a reason for continuing them.

(2) For friends, we see that family closeness is an antidote to strain and drain, but role strain leads to emotional drain, and drain to a shorter duration of the arrangement.

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*The results of the this analysis are consistent with, though not identical with, the findings of Chapter Six which were based on a composite index of inter-family closeness.

(3) For strangers, family closeness and strain are positively related to a small degree, and strain is a larger source of drain which in turn, as with friends, leads to a shorter duration of the arrangement.

CHAPTER TEN - THE BOND OF THE FAMILY DAY CARE ARRANGEMENT

This chapter summarizes the evidence of the several chapters and comes to some conclusions about the nature of the bond that makes the family day care arrangement such a viable social achievement. A complementary fit in the way it meets the basic needs of mother and caregiver, the feasibility of the arrangement, the opportunity it affords for individualized selection and adaptation, and the satisfaction with which the arrangement is evaluated are four elements of that bond. How the relationship is elaborated differently between friends and between strangers is also summarized by drawing on the results of previous chapters.

We are now in a position to pull together the results of the several chapters and to draw some conclusions about the nature of the bond between mothers and sitters in a family day care arrangement. One cannot help but be impressed by the family day care arrangement as a creative social achievement. For both the caregiver and the care user it is an adaptation of family life. For the working mother it is a way of acquiring an "extended family", though with neighborhood kith, not kin. For the caregiver it involves an expansion of family life. For both parties to the arrangement, family day care meets important needs. These needs are met by overcoming considerable obstacles, despite which both women are able to report a high level of satisfaction with the arrangement they have made. It is a mutually advantageous exchange of benefits, and the outcomes of the arrangement for the child rank high as sources of satisfaction for both parties.

Limiting ourselves to the empirical evidence presented in this monograph, we can say that the bond between mother and sitter which ties the family day care arrangement together appears to consist of four basic elements:

1. Basic Needs. There is a complementary fit in basic life circumstances. The economic need of the working mother who must join

the labor force complements the relatively low economic need of the sitter who can afford to stay home. The young family of the working mother who has children under 6 complements the somewhat older family of the caregiver who completes her partially empty nest with day care children.

2. Feasibility. The family day care arrangement has a manifest feasibility that derives from its many-faceted convenience for the working mother, a primary consideration being that the caregiver's home is nearby in the neighborhood. But the feasibility of family day care also depends in large measure on the capacity of the caregiver and her family to accommodate with flexibility the idiosyncratic needs of the family of the working mother, such as her hours and work schedule and the age range in her family.
3. Selection and Adaptation. Based on individual values and preferences, family day care offers a choice and permits an individualized selection process to take place. It also allows for the achievement and maintenance of desired degree of social distance, cooperation, and control of the social interaction between the mother and sitter. Depending on how the arrangement begins, the dynamics of their social relationships may differ.
4. Satisfaction. Though modes of adaptation may differ, the results are generally favorable. Satisfaction levels are high, especially in perceived benefits for the child and satisfaction with the other woman's concern for the child. Despite role strain, both global and specific satisfactions with the arrangement are high.

Within this framework, let us turn our attention more specifically to the difference between friends and strangers and see how the bond is elaborated. Summarizing the evidence of the several chapters, the arrangements between friends or acquaintances and between strangers may be compared as follows:

1. Mean differences between friends and strangers. Strangers have been in their day care roles longer, take more children than friends, and keep children more hours per day. They also report higher expressive need to babysit than do friends and maintain a lower degree of family closeness. In levels of satisfaction with the arrangement friends and strangers do not differ.

2. Variability differences. Strangers are more homogeneous than friends in their attitudes towards their arrangements, especially the sitters.

3. Correlates of family closeness. The sources of satisfaction with the arrangement for friends are tied to family closeness, i.e., to the degree of friendship, but are independent of it for strangers. Family closeness is associated with short arrangements for friends and long arrangements for strangers.

4. Correlates of global ratings of satisfaction with the arrangement. Although mother's satisfaction with sitter's concern for the child is important for both friends and strangers, it is only with the latter group that there are many satisfaction correlates of global satisfaction. For strangers we see a balanced reciprocal exchange of satisfactions while for friends we see a preoccupation with adapting the friendship to the instrumental demands of the child care arrangement.

5. Clusters of correlations. The sources of role strain and emotional drain for sitters for strangers suggest that an imbalance in the bargaining position and an effort to achieve a range of satisfactions with the arrangement are the sources of strain and drain. For sitters for friends, strain and drain appear to arise from problems of communication and negotiation of the instrumental expectations for the arrangement, and perhaps even from renegotiation of the relationship itself.

6. Path analyses involving family closeness, strain and drain, and duration. Here we see that family closeness contributes to the duration of the arrangement for strangers but not for friends, even though the closeness involves strain for strangers and a high degree of friendship involves low strain for friends.

In summary, then, it would appear that in arrangements between women who have known each other before the arrangement began, the friendship itself is a bond or social glue that holds the arrangement together. The degree of continuing friendship is associated with the degree of satisfaction with the arrangement, while mere acquaintance, involving perhaps a presumption on friendship, is associated with dissatisfaction with the arrangement. Where dissatisfaction occurs between friends it can threaten the friendship as well as the child care arrangement. The strains and drains of a day care arrangement between friends seem to involve problems of status, dominance, definition of expectations, and renegotiation of the interpersonal relationship. Although friends are more likely to be used for day care for the short term, the use of a friend or prior acquaintance as a regular caregiver may introduce status discrepancies that are incompatible with the equality and freedom that characterize friendship. Where the degree of friendship is high, these appear to pose no bar to satisfaction with the arrangement, quite the contrary; but where there is prior acquaintance without a high degree of family closeness or friendship, negotiation of the boundaries and expectations for the relationship and the arrangement become sources of tension as time goes on.

It may well be that when a previously existing relationship is a crucial bond for a day care arrangement, dissatisfactions arising within the arrangement will be tolerated that would disrupt an arrangement between strangers, but our data bring to mind the old maxim about not doing business with friends. Respondents spoke of how hard it is to redefine the nature of a relationship in a more contractual direction and of difficulty in being able to communicate freely about problems that arise in the day care arrangement. There is risk of losing a friend.

It should be remembered that the level of satisfaction recorded was equally high for both the friends and strangers groups; but those who started out with an initially contractual arrangement tended to develop a more extensive system of mutual satisfactions which were not associated with the degree of friendship. Apparently for strangers it is the balanced exchange of satisfactions, a reciprocity of mutual benefits, that serves as the bond. The norms more clearly encourage discussing practical, instrumental conditions of the arrangement, not only from the beginning, but as problems arise. Yet there is also freedom to regulate the degree of closeness or distance. Within the contractual context of this social arrangement, friendships do develop, and when they do they provide an extra bonus; the closeness is associated with an enduring arrangement.

The implications of these findings contained some surprises for us. Initial impressions and hypotheses formulated early in the study led us to expect that the most satisfactory type of family day care arrangement, and one that would provide the child with the most favorable environment, would be that made between friends in which the closeness between the two families provided the child with a familiar situation in an "extended family"-like setting. Rather than go out daily to an almost unknown and unfamiliar world of discrepant role expectations, he would have one world, not two, a world of extensive interaction between the two families involving shared values and understandings. This type of arrangement does exist but it probably is not as prevalent as arrangements made between strangers. Furthermore, it may not be as serviceable unless the friendship is strong, the arrangement brief, and the level of satisfaction high.

Since most family day care arrangements are probably not made between friends anyway but between strangers, it is some comfort to note that the more prevalent type of family day care can be a favorable way for an arrangement to start and can be one in which reasonably satisfactory relationships can be developed. It is one in which a workable degree of friendly relations or even friendship can arise and in which the expressive needs of the child as well as the expressive needs of the sitter are met in a mutually beneficial way.

It should not be assumed that strangers provide a more favorable child rearing situation than do friends. A more apt interpretation is that friends can assume or take for granted what must become the more explicit manifest focus of attention between strangers. The working mother may have more confidence in her friends and acquaintances because she knows them and has some basis on which to select them. On the other hand she is less free to redefine the norms and expectations for the arrangement.

The working mother has difficulty knowing how to make an assessment of the child-caring abilities of a stranger, but she is able to approach that relationship in a manner to her liking and to be more explicit about the contractual features and instrumental behaviors she expects of the sitter. Also it will be remembered that this group of sitters, even those who cared for the children of "strangers", were not highly commercial in their orientation or motivation to give care but rather could be counted on, for the most part, to respond to the expressive needs of the child because they were also meeting their own expressive needs as caregivers.

Indeed, one finds a remarkable fit between the needs of the working mother, the needs of the neighborhood caregiver, and the needs of the child in the family day care arrangement. Despite sources of strain and drain for the caregiver and despite the pressures on the working mother, together they appear to achieve an arrangement with which they can report a high degree of satisfaction especially with respect to the benefits for the child. This study made no attempt to assess the effects of this experience on the child; however, as our mothers and caregivers perceived it, the family day care arrangement represents a successful achievement.

It remains to be seen what differences will be found when sampling from other populations. In this monograph we have seen what happened with urban, white working women in the Northwest. Ours were working mothers in Portland, Oregon. The research concerned ongoing arrangements for the child under six, concentrating on the social interaction between mother, caregiver, and child as perceived by mother and caregiver. It was a preliminary study based on cross-sectional perceptions of the family day care arrangement; the findings call for replication with different samples and for longitudinal study.

Most important to remember perhaps, is that our sample consisted primarily of relatively stable, successful arrangements. We cannot generalize about the proportion of family day care that is successful, but we have shown that it can be a viable social arrangement for a substantial number of families. To some extent we have been able to suggest some reasons why family day care can be a viable social arrangement.

As this report is being written, we are in the process of analyzing the "panel study" data from an additional 116 arrangements that were followed intensively from their formation to their termination, again with complete data from both the working mothers and the caregivers. From the longitudinal study we hope to confirm, modify, and elaborate on the conclusions we have advanced as the best hypotheses consistent with our data.

CHAPTER ELEVEN - SO WHAT?!

We conclude that the potentials of family day care already are sufficiently promising to justify our accepting it as a basic resource for good day care, although it could be strengthened and enriched further by supportive policies and services.

So what do the results of this study tell us of practical value? First of all, they should help to correct some gross stereotyped misconceptions about family day care that are prevalent in current thinking about day care. (See Emlen, 1970; 1971) Day care policies are made on the premise that private family day care arrangements are poor in quality, custodial, a form of neglect, and lacking in compensatory educational virtues. This caricature of family day care is not supported by the evidence of our study.

In an earlier paper (1970) we posed the following question: "How, then, should neighborhood day care be viewed? Is this a casual and inherently unstable economic and social arrangement that results in neglect and chaotic discontinuity of care for hundreds of thousands of children? Or is this a creative, emerging, cultural pattern of child care in which familiar and nurturant neighbors provide 'extended family'--kith, though not kin--that has potential for enriching the lives of hundreds of thousands of children?"

Our position now is that, in balance, the more favorable view is warranted. Family day care of the private, informal variety found in the neighborhood is a type of care that is preferred and used by large numbers of working mothers not only because it is physically convenient, flexibly accommodating, socially approachable, and consumer controllable, but also because it is perceived, and correctly so, as a comfortable and familiar setting in which the working mother finds a responsible, nurturant caregiver who is capable of providing love and comfort as well as new social learning experiences for the infant, toddler, or preschool child. For the most part it is not a "mere custodial" form of day care but one that offers less risk of abuse, exploitation, or deprivation than its official reputation would imply. Most of the caregivers in our study were not a mercenary lot who took excessive numbers of children in a commercial enterprise, but rather were people who found the role of caregiver gratifying and who responded to the needs of children as well as to the needs of the working mothers.

Of course, we did not study the effects of family day care on children. Rather we studied the perception and evaluation of that day care by the caregivers who provided it and the day care consumers who used it. In the last analysis it is their attitudes to which we must pay attention; it is their behavior that determines what happens to the children. This study represents a beginning effort to understand the conditions under which mothers and caregivers will make arrangements with which they will be satisfied, and we think the evidence supports the view that day care consumers make the best arrangements they can or know how to under the circumstances of their lives.

We believe that the potentials of private family day care are sufficientl promising to justify our accepting it as a basic resource to which we could bring supportive services designed to strengthen and enrich it further. A little reflection makes us realize that the nation has no sound alternative other than to invest in some large-scale effort to develop this natural day care resource. These arrangements cannot be prevented. They scarcely are amenable to regulation. Day care licensing may help to curb certain gross inadequacies of commercial facilities, but its applicability to family day care is questionable. Even when occasional instances of neglect do occur, they are seldom reached by licensing programs or other official protective services. The consumers of family day care cannot (except for a small proportion) be recruited to day care centers, which would not necessarily be a desirable alternative anyway.

How they should be reached and what should be done are questions well beyond the scope of this monograph. These questions we have tried to address in a position paper (Emlen, 1971) which draws both on the results presented in this report and on the demonstration results of the Day Care Neighbor Service (Handbook, Collins & Watson, 1969; Matchmaking, Emlen & Watson, 1970). In broad terms, we have advocated a wide-scale community development approach to child care. Such an approach would happily rely on informal child care arrangements made in the home and in the neighborhood but would develop natural systems of delivery, such as we demonstrated with the Day Care Neighbor Service, to reach and strengthen child care provided in such settings.

In addition, we have suggested other specific programs and policies that could increase the rates at which satisfactory child care arrangements are made. For example, reducing the hours a child is in care from 9 hours to something more manageable for mother, caregiver, and child. Our data point to long hours in care as one of the most salient sources of strain and drain for caregivers.

The results of our demonstration of the Day Care Neighbor Service[*] show that it is possible for selected neighbors, backed up by consultation, to play a key role in the matchmaking process by which neighborhood day care arrangements are made. These "day care neighbors" offer information, availability, helpfulness, and timely support to mothers, children, and caregivers. The feasibility of this approach, the magnitude of numbers of families reached by such a neighborhood network, and its potential as a completely decentralized information process suggest the possibility that many of the most acute needs of day care consumers could thus be met on a large scale. This approach should be linked to a centralized information and referral service that is city wide in its scope, but primarily it should be a decentralized, neighborhood-level, natural system of service delivery which has the capability of developing, using, and improving the potential day care resources of the neighborhood.

Let us return for a moment to the findings of the monograph and reflect on the central fact that these family day care arrangements were achieved by working mothers and neighborhood caregivers without the benefit of any intervention or formal program, without social agency assistance or supervision, without the protection of licensing laws or regulations. The values, nurture, and cultural enrichment that these mothers and caregivers were able to bring to children came from their own experience, talents, and resources as well as from other influences that our culture has to offer family life. Against considerable odds, such as long hours, low pay and the competing demands of work and family life, these women managed to create an informal system of child care that has much to recommend it. Its viability rests on a natural feasibility and on a fit between the needs and satisfactions of the parties to the arrangement.

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*The demonstration of the Day Care Neighbor Service and the study reported in this monograph were based on independent samples; none of the latter received the benefits of the Day Care Neighbor Service.

Our longitudinal study will assess the viability of family day care more thoroughly. For now, however, we conclude that family day care has emerged as a widespread cultural invention that is able to meet the day care needs of young children on a scale twice the magnitude of formal, organized day care programs. We think that the most fruitful attitude to take toward the neighborhood day care arrangement is not to ruin it by some form of bureaucratic overkill--that is by licensing, regulating, supervising, or training it to death. Rather, we should seek through indirect means, through changes in social policies and employment policies, and through natural systems of service delivery gently to support the strength it has demonstrated. Much could be done to improve the physical and educational environments in which our children are reared, whether within the scope of family life or within the life of neighborhoods. Much could be done, also, to bring additional supportive services directly to the family day care arrangement; and such services are needed. However, this form of care already deserves our respect as a creative social achievement, and the supports it needs are subtle ones indeed. It takes a high order of professional discipline not to interfere with, yet strengthen, natural systems of informal care and service.

APPENDIX A

A FACTOR ANALYSIS OF THE DEMOGRAPHIC LIFE CIRCUMSTANCES OF WORKING MOTHERS AND THEIR NEIGHBORHOOD SITTERS FOR 104 FAMILY DAY CARE ARRANGEMENTS

The following data are included in this appendix:

(1) The varimax pattern for 47 variables and 14 factors.

(2) The communalities for the variables.

(3) The latent roots for the rotated factors.

APPENDIX A - A FACTOR ANALYSIS OF THE OBJECTIVE LIFE CIRCUMSTANCES OF WORKING MOTHERS AND THEIR SITTERS FOR 104 FAMILY DAY CARE ARRANGEMENTS

This appendix presents the results of the factor analysis of 47 "hard"-variable characteristics of the lives of the mothers and sitters such as age, marital status, family size, age of children, family income, education and occupation, job stability, residential stability, and the amount of money involved in the economic exchange for day care. These demographic characteristics were conceived as background variables or antecedent conditions that a mother or a sitter would bring to any arrangement she happened to make but that would influence her attitude toward day care and would influence interaction within any particular arrangement.

Aims

The contribution of the factor analysis to the strategy of the research was: (1) to provide factor scores for correlation with the mother and sitter attitude scales, (2) to provide factor scores for inclusion in a second-order factor analysis of the total set of mother and sitter characteristics for the 104 pairs of arrangements, and (3) to provide factor scores for use as predictors in the multiple-regression prediction of continuity of the arrangement according to hypotheses about the conditions under which different kinds of arrangements would survive. To develop these predictors required reducing the number of variables involved to a manageable and theoretically meaningful set of indices. In addition, the development of a useful set of demographic indices would aid in reporting substantive findings and would aid in special analyses as test variables.

Forty-seven characteristics of mothers and sitters were factor-analyzed for the mother-sitter pair, (N=104) using the principal components method followed by a varimax orthogonal rotation of the principal components.

This effort to develop clean factors of objective life circumstances was surprisingly successful. The analysis produced 14 factors for the paired data, ten of which, that is, five pairs, were strikingly parallel in content. In effect, what was obtained were separate but parallel indices for mothers and sitters, representing domains of socio-economic status, stage of family development, family intactness and family income, stability of residence and job, and role continuity. In day care roles; for the mothers it was a factor of total amount of day care expense, and for the sitters it was the amount of day care business. Further, there was a child care necessity factor for the mothers involving both mother and sitter characteristics to produce a factor suggesting a complementary fit between the mother's babysitting requirements that arose from the flexibility of her job hours and the presence in the sitter's home of supplementary child-care help.

Table A-1

OBJECTIVE LIFE CIRCUMSTANCES:
Varimax Factor Pattern*

The 14 Rotated Factors are of paired data from 104 mother-sitter pairs

		F I Sitter's SES	F II Mother stage of family development	F III Sitter's amount of day care business	F IV Mother's SES	F V Mother's family intactness and family income	F VI M's continuity DCuser role & in wkg M role	F VII M's #of child-ren under 6 (CC freedom/ necessity)	F VIII Sitter's family intactness and family income	F IX S's stability (mobility) of residence	F X M's stability of residence and job	F XI M's total day care expense	F XII Sitter role continuity	F XIII Sitter stage of family development	F XIV Complementarity of mother's job hr. flexibility requiredness and # of school age children in sitter's home
SN21	S's husband's education	.87													
SN15	S's education	.81													
SN22	S's husband's job SES	.78													
MJ17	#M's children 6, under 12 yrs.		-.84												
MN19-20	M's age		-.66								.37				
MJ11	Age youngest child in this arr't		-.54					-.38							
SN29-30	S's yearly income			-.82											
SN31	S's earnings from child care			-.81											
ST13	#Other DCC in S's home 30 mos, under 6 yrs.old			-.77											
ST12	#Other DCC in S's home under 30 mos. old			-.70								-.33			
MN26	M's husband's education				.84										
MN21	M's education				.84										
MN27	M's husband's job SES				.78										
MN22	M's job SES				.67										
MN28	How long M's husband has had current job					.91									
MN29	M's family intactness					.89									
MN32-33	M's family income					.87									
MK56	#M's previous CC arrangements						.84								
MK57	Type(long-short)M's previous arrgmts.						-.81								
MJ32	M's working pattern						-.54								
MJ31	How long a working mother						.53				.43				
MT10-11	M's child care necessity							-.95							
MJ10	#Children under 6 in this arrangement							.93							
SN27-28	S's family income								-.82						
SN24	S's family intactness								-.82						
SN23	How long S's husband has had current job								-.81						
SN13-14	S's age								.47	-.36				-.40	
SJ23	How long S in current neighborhood									-.87					
SJ22	How long S at current address									-.73					
SJ24	How long S in Portland area									-.74					
MJ28	How long M in current neighborhood										.85				
MJ27	How long M at current address		-.31								.78				
MN23	How long M on current job		.31				.41			-.30	.53				
MJ29	How long M in Portland area										.50	.30			
MN34-35	M's income						.35				.41				
MN36	Cost of day care for all M's children											.75			
MJ18	#Children of this mother 12 yrs.or more		-.44									-.48			
SJ28	Degree of S's non-professionalism			.33									.68		
SJ27	S's care giving pattern									-.34			.63		
SJ26	How long S has given day care									-.47			-.56		
SN12	#S's own children over 12 years													-.81	
ST15	#S's own children under 6 years	.42							-.43					.51	
MJ48	M's job hour flexibility														.73
SL75	#Other DCC in S's home over 6 years											.33		-.34	.47
SN11	#S's own children 6, under 12 years		-.34												.37
SK24	S's role plans	-.34		-.39				-.33							
MJ33	How long M plans to continue working		-.33	-.32			.32								

*only factor loadings greater than .30 are included.

Table A-2 LATENT ROOTS OF THE FIRST FOURTEEN FACTORS--FACTOR ANALYSIS OF OBJECTIVE LIFE CIRCUMSTANCES FOR 104 MOTHER-SITTER PAIRS

Factor	Root
1	5.21795
2	4.03423
3	3.63558
4	3.39108
5	2.92363
6	2.49877
7	2.29440
8	1.92212
9	1.79451
10	1.63818
11	1.43644
12	1.36699
13	1.28982
14	1.12519

Table A-3 COMMUNALITIES OF THE FACTOR SOLUTIONS FOR THE 47 VARIABLES INCLUDED IN FACTOR ANALYSIS OF OBJECTIVE LIFE CIRCUMSTANCES FOR 104 MOTHER-SITTER PAIRS

Variable	h^2
Sitter's husband's education	.832
Sitter's education	.756
Sitter's husband's job SES rating	.686
Number of mother's children 6, less than 12 years	.782
Mother's age	.807
Age of youngest child in this arrangement	.707
Sitter's yearly income	.752
Sitter's earnings from child care	.740
No. of other day care children 2½, less than 6 yrs., in sitter's home	.689
No. of other day care children under 2½ years in sitter's home	.730
Mother's husband's education	.808
Mother's education	.795
Mother's husband's job SES rating	.769
Mother's job SES rating	.605
How long mother's husband has held current job	.900
Mother's family intactness	.878
Mother's family income	.842
Number of mother's previous child care arrangements	.860
Type (long-short) of mother's previous child care arrangements	.785
Mother's working pattern	.633
How long a working mother	.716
Mother's child care necessity	.951
Number of children under 6 yrs. in this arrangement	.937
Sitter's family income	.804
Sitter's family intactness	.734
How long sitter's husband has held current job	.764
Sitter's age	.652
How long sitter has lived in current neighborhood	.859
How long sitter has lived at current address	.722
How long sitter has lived in Portland metropolitan area	.720
How long mother has lived in current neighborhood	.785
How long mother has lived at current address	.817
How long mother has held current job	.726
How long mother has lived in Portland metropolitan area	.619
Mother's income	.697
Cost for day care for all of mother's children	.683
No. of mother's children 12 years or older	.687
Degree of sitter's non-professionalism	.772
Sitter's care giving pattern	.711
How long sitter has given day care	.726
No. of sitter's own children 12 years or older	.706
No. of sitter's own children under 6 years	.725
Mother's job hour flexibility	.609
No. of other day care children 6 yrs. or older in sitter's home	.560
No. of sitter's own children 6, less than 12 years	.574
Sitter's role plans	.513
How long mother plans to continue working	.440

APPENDIX B

DEVELOPMENT OF MOTHER AND SITTER ATTITUDE SCALES

The following data are included in this appendix:

(1) The original mother and sitter item pools.

(2) The latent roots for the first thirty factors of the two final factor analyses.

(3) The sixteen mother scales and fourteen sitter scales showing measures of central tendency, and internal consistency, and dispersion for friends and strangers.

A detailed report on the scales and how they were developed is available on request (Emlen, "Parallel Factor Analyses of the Family Day Care Attitudes of 146 Working Mothers and 106 Neighborhood Sitters," Field Study Progress Report No. 4, July 1, 1959, Appendix I). The attitude data represent a lengthy process of scale development which began with the creation of a pool of items designed to represent the different domains. These items were based both on empirical experience in pilot studies and on theoretical distinctions drawn from the literature.

Responses were self-reports on a 7 point scale from strongly agree to strongly disagree by which mothers and sitters said how they evaluated their work and economic circumstances, their day care roles, as well as their relationships and satisfactions with the circumstances of their particular day care arrangements.

The initial item pool of 259 items for mothers and another pool of 266 items for sitters, with parallel or complementary items wherever possible, was presented to pretest respondents. These items are shown in Tables B-1 and B-2. Five overlapping principal components analyses with varimax rotation were performed on selected subsets of the self-report items, after which a reduced set of items was selected by choosing those items which had the highest factor loadings on replicated factors from the overlapping analyse Items loading on more than one factor were eliminated to achieve internally consistent scales representing as discretely as possible the attitude domains. The remaining 150 items each for mothers and sitters were retained for use in subsequent research. These items are marked with an asterisk (*) in Tables B-1 and B-2. (The reduced item pools were subjected to final factor analyses separately for mothers and sitters.) The resulting factors replicated those found on the original overlapping factor analyses. Latent roots are shown in Table B-3. The pretest scales were created from the rotated factors by keeping those items that had high factor loadings on only one factor; no item that had low loading on the factor from which the scale derived or which had a high loading on another factor was selected for a scale. Thus, no item appears on more than one scale. The factor analytic procedures were used simply to create discrete and reliable measures. The resulting scales used in this and subsequent studies were not factor scores but the additive sums of the items on the scales.

Scale improvement was achieved also by assessing the contribution of items to the internal consistency of the scale. Cronbach's Alpha was used as a coefficient of reliability because it represents the proportion of the sum of the covariances of each pair of items in the scale to the total variance of the set, and thus is equivalent to the average split-half correlation for all possible ways of splitting the scale. The sixteen mother scales and the fourteen sitter scales are presented in Tables B-4 and B-5 with items arranged in order of original factor loading. Range, mean, alpha, etc. are shown for each scale.

All of the scales were constructed independently for mothers and for sitters. There is some parallelism in the final scales, but also divergence which reflects the differences in user and giver role concerns. The similarity of items on scales from Mother Factor II and Sitter Factor II, Inter-Family Closeness in this Arrangement, was encouraging as a measure of an important typology dimension. In order to compare mother-sitter dyads on the degree of family closeness perceived by each party, parallel high ranking items from the two original scales were selected for a Revised Inter-Family Closeness Scale. The asterisked (*) items on the original Family Closeness Scales are those included on the Revised Scales. Alphas for the original scales, .91 for mothers and .93 for sitters, were reduced only slightly for the shortened revised versions: .89 for mothers and .89 for sitters.

In the analyses conducted for this report, the sample was partitioned into two groups in order to compare arrangements made between friends and arrangements made between strangers. Therefore, reliability coefficients were recalculated for each of the two sub-samples in order to be sure that the measurement instruments would work comparably well for both groups. Thus in Tables B-4 and B-5, alpha coefficients and other statistics are presented for the 39 friend and 65 stranger paired case sub-samples, and the alpha coefficients are also presented for the original total sample of mothers and sitters.

NOTE: The following items, which are listed in order of pretest presentation, are given different numbers when they appear in the scales, which were developed for the panel study as well as for the analyses reported in this monograph. The final scale items show their reordered numbers for the panel study.

Table B-1

PRETEST

MOTHER ITEMS IN ORDER OF PRESENTATION

THIS ARRANGEMENT (Items 1-99a: Attitudes toward Particular Arrangement)

* 1. I don't like the way she tries to tell me what to do.
* 2. I think my sitter will usually do more for my child than she has to.
* 3. By being with this sitter, my child learns some important things that he wouldn't at home.
4. I don't like the other children who are in the babysitter's home.
* 5. I wish my sitter would spend more time doing things with my children.
* 6. She takes an interest in me personally.
7. I can count on my sitter to let me know if she plans to go anywhere out of the ordinary with my child.
8. It is hard trying to discuss my child(ren) with the babysitter.
9. I wish the sitter would try more to follow my way of handling my child.
*10. She is the sort of person you can tell your problems to.
*11. My sitter is one of my closest friends.
12. My sitter doesn't call me at work unless it's a real emergency.
13. My child is always happy to go to the sitter's.
*14. My sitter has my child visit her or comes to see him even when she is not sitting.
15. One reason my child likes this sitter is that she is not harsh with him.
*16. It is good for my child to have a chance to play with her children.
17. It bothers me that we are different in the way we bring up children.
18. The sitter seems to have a lot of personal problems.
*19. I would be happier if I could depend on my babysitter more.
*20. I appreciate the way my sitter sticks to a routine with my child.
*21. We agree about a lot of things.
*22. I like the neighborhood my sitter lives in.
*23. I have trouble with my child because the sitter spoils him.
24. My sitter doesn't understand that my child is not just like other children she knows.
25. I appreciate the companionship my child has with the sitter's husband.
*26. I just don't have time to stop and chat as often as the sitter wants to.
27. She is never too busy to tell me what my child has been doing.
*28. I'm not sure my sitter likes my child.
*29. My sitter seems to have too many things on her mind to pay enough attention to my child.
*30. The babysitter lives too far away to be convenient.
31. I wish my child felt more at ease at the sitter's.
32. Although I see a lot of my sitter, I don't know the rest of her family well.
33. I wish my sitter didn't seem so tired all the time.
*34. My child sometimes seems confused about which of us is his mother.
35. She likes to have my child "help" her with household tasks.
*36. I am satisfied with her housekeeping.
37. My sitter always does what she says she will.
*38. My child picks up bad habits at the sitter's.
39. My sitter lets my child get overtired.
*40. My sitter is like a mother to me.

THIS ARRANGEMENT (cont.)

*41. I rely on her for personal advice.
*42. I feel she takes advantage of me.
*43. We enjoy getting together.
*44. I knew the sitter as a friend before we began the arrangement.
*45. My sitter understands my child's moods.
46. I like the businesslike attitude of my sitter.
47. My babysitter is good about treating my children the same as she treats her own.
*48. My sitter is too nervous.
*49. Sometimes she ignores my instructions.
*50. The babysitter is fair with my child.
51. My child's babysitter is the kind of person I enjoy getting acquainted with.
52. I'm afraid my child is too active for my sitter.
*53. My sitter and I keep on pretty good terms.
54. It bothers me that my sitter doesn't have enough playthings for the children.
*55. She lets my child run wild.
56. There are too many children in the sitter's home.
*57. My sitter and I sit and talk to each other for hours.
58. The sitter doesn't tell me what goes on with the children.
*59. Our families often get together.
60. My sitter and my child enjoy each other.
61. I am not satisfied with the house and yard.
*62. It's impossible to tell the sitter what my plans are because I don't know myself.
*63. She expects too much of me.
64. I see a lot of my sitter more because we enjoy each other's company than because of the children.
*65. This is the best sitter for my child that I know.
*66. I get tired of her telling me her problems.
*67. My sitter charges too much.
*68. She doesn't give the children enough to do.
*69. Her friendship means a lot to me.
70. I like the way she finds things to keep the children busy.
*71. I like the way my child and sitter get along.
72. I like the way she keeps the children clean.
*73. My sitter has had a very rough time most of her life.
*74. She takes a real interest in my child.
75. I worry that my sitter sometimes leaves my child with someone else.
76. It bothers me not knowing what goes on with the children when they are at the sitter's.
*77. I can drop my child off at the sitter's any time I need to.
*78. We have a lot in common in what we expect of my children.
*79. Sometimes I'm afraid that she's coming between me and my child.
80. The main reason I have this arrangement is that my child seems to be happy.
*81. Our families are so close it is as if we were relatives.
*82. My child has the opportunity to learn to play with other children at the sitter's.

THIS ARRANGEMENT (cont.)

*83. One reason I have this sitter is that our children are friends.
84. It bothers me to find out from my child that the babysitter has punished him.
*85. Our children play together all the time.
*86. I don't think she approves of my working.
*87. She is considerate of me.
*88. She's someone you can count on in an emergency.
89. She often takes time to sit down and talk.
90. If I ever have to change my plans, she is very flexible about it.
91. She doesn't let my children get away with too much.
*92. Sometimes I think my sitter doesn't care about children at all.
*93. She gets too possessive with my child.
*94. My sitter doesn't seem to keep a close enough eye on what my child is doing.
*95. I only see my sitter when I pick up or deliver my child.
*96. She knows how to make the children mind.
*97. If I had it to do over, I'd choose this sitter again.
*98. I get the impression that my sitter doesn't always feed my child the things I want him to have.
*99. We have a lot in common.
99a. My child fits right in with the sitter's family.

GENERAL ROLE (Items 100-258: Attitudes toward Working Mother/FDC User Role)

*100. I think most sitters try to do what is best for the children they sit for.
*101. It's difficult for my children to "take to" a sitter.
*102. I have to work in order to make ends meet.
*103. I like the daily routine of going to work.
104. I won't keep a sitter who doesn't do what she says she will.
*105. I would only want to leave my child at a place where there is another child he enjoys.
106. My job depends on having a babysitter who is 100% dependable.
107. Most babysitters want more money that I can pay.
*108. My family could't get by if I didn't work.
109. Sometimes my child seems able to take care of himself better than some sitters do.
*110. If child care problems come up, my employer usually lets me off.
*111. There are many people in my neighborhood who would be willing to give child care.
112. If I can't find a babysitter, I can take my child to a nursery.
*113. It is easier for sitters to be patient than it is for mothers.
114. I can't always pay the sitter just when I said I would.
*115. Too many babysitters don't care enough about the children they give day care for.
116. I can always get a sitter through an agency.
*117. The best way to get along with a sitter is to keep your mouth shut.
118. I need to work because my family can live better when I do.

GENERAL ROLE (cont.)

*119. I feel guilty about leaving my child with a sitter when he cries for me.
120. My working hours are flexible, so I can arrange them to suit my child care plans.
121. Children should be given a chance to "blow off steam" once in a while.
122. I get a better idea of what my children are like from talking to the sitter.
*123. My child appreciates me more since he started going to a sitter's.
124. My family agrees that I should work.
125. A sitter should ask the mother before she disciplines a child.
*126. It is important that both sitter and mother work out in detail what they expect of each other.
*127. I make every effort to patch up misunderstandings with the sitter.
*128. It bothers me that I can't have the kind of child care arrangement I would really like.
*129. I prefer a sitter who is interested in helping me and my child.
130. I don't have a car to get to work.
*131. If I lose my sitter, I would have to stay home.
*132. I would rather have my child at the home of a sitter than at a day care center.
*133. I wish my job were more interesting.
134. Buses run close to my house and job.
*135. If a sitter can't be flexible, I won't hire her.
*136. I worry about losing contact with what my children are doing when I work.
*137. I wouldn't dare do anything to upset my sitter.
*138. You have to put up with a lot in order to keep a sitter.
*139. It is not fair for mothers to ask sitters to treat their children in a special way.
140. If I feel an arrangement is good for my child, I'll work hard to keep it going.
141. My family would rather have me stay home.
*142. It's hard to find a babysitter who really enjoys taking care of the children.
143. The most important thing to consider is whether a sitter likes my child.
144. There just aren't other jobs available in my line of work.
*145. If there are problems about how to care for my child, the sitter and I should work them out together.
*146. My child seems afraid to let me out of his sight since he has been going to babysitters.
*147. My children usually don't like their babysitters.
*148. Often I wish I could stay home and be just a housewife.
149. I want a sitter who likes my child for himself.
150. Getting someone you can depend on is very difficult.
151. I can't miss work even if my child is sick.
152. If I have to inconvenience my sitter I can always make it up by paying her more.
*153. Most employers think working mothers are more trouble than they are worth.
*154. I would not keep a sitter who did not follow all instructions I gave her.
155. A sitter really has the advantage over a mother who needs an arrangement.
156. A sitter who needs the money will do what she is told.
*157. There are a lot of jobs available that I can do.

GENERAL ROLE (cont.)

158. I have to use a sitter because nursery schools or agencies will not keep them late enough in the evening.
*159. I can't always let the sitter know ahead of time when I have to change my plans.
*160. It's hard trying to hold down a job and raise children at the same time.
*161. I prefer sitters who do not try to involve me in their lives.
162. Even if I didn't work, I would want my children to have the experience of being in another home part of the day.
163. You really have to work at it to keep a sitter happy.
*164. My children get along with anybody.
165. I would not expect my sitter to take my child if he were sick.
*166. Most days I wish I didn't have to go out to work.
*167. My children usually like going to a babysitters home.
168. I can't use group day care because they won't take sick children.
*169. For me, working is not an absolute necessity.
170. Once I begin an arrangement, I continue as long as the sitter wants to.
171. Since I started working I have the feeling of "being involved" that I didn't have at home.
*172. I do have some choice about whether or not to work.
173. It's hard to know what you can expect of a sitter.
*174. It is all right with me when sitters would rather not get too involved with the mother.
175. I always remind my child to behave himself when he is at a sitter's house.
*176. I leave my child with a babysitter because I don't have any other choice.
*177. I feel lucky to find any job at all.
*178. If I want a sitter, I have to take what I can get.
179. Babysitters deserve a lot of credit.
180. I need a sitter who can pick up and deliver.
*181. I always try to do whatever I can to keep things going smoothly.
182. I enjoy getting away from housework.
183. I think most people realize how hard it is to be a working mother.
*184. I like the kind of work I am doing.
*185. I think most babysitters give care just to earn money.
*186. I'm careful not to impose on my sitter.
187. I need my job to pay for things we already have.
*188. Usually I don't have a hard time finding a job.
*189. On the whole, I think I can be a better mother if I work.
190. If there were a nursery school that kept children all year round I would not need a sitter.
191. I would appreciate my sitter telling me if she doesn't like the way I'm caring for my child at home.
192. I can't quit work because there are too many things my family needs.
193. I can always get a good sitter by paying more than other people do.

GENERAL ROLE (cont.)

194. I can only take jobs close to where I live.
*195. Unless a sitter did something to really hurt my child, I would not interfere in her way of handling him.
196. There are lots of babysitters available during the hours I work.
197. I like being a working mother because I feel more appreciated at home.
198. My employer understands the problems I face as a working mother.
199. I don't want a sitter to get too attached to my child.
*200. I think most babysitters look down on mothers who work.
*201. I would rather work than stay home.
*202. I have a list of alternates if this arrangement fails.
*203. If my child did not like the sitter, I would find out why before deciding to change.
204. I have more things to talk about with my husband when I am working.
*205. I expect to become good friends with my sitters.
*206. The closer the friendship between mother and sitter, the better the arrangement.
*207. It is hard to find a babysitter whose hours work out with my own.
208. I would have no idea what to do if I lost the job I have now.
*209. Babysitters always like my children.
*210. A mother should insist that a sitter carry out the mother's way of handling the child.
211. I have to have a babysitter who lives close to my house or to my work.
*212. One reason I enjoy my job is that I like the people I work with.
*213. I think my child would be easier to handle if he didn't have to go to the babysitter's at all.
214. It bothers me that some sitters act like they are the child's mother.
*215. I don't know how to find another sitter.
216. I think that babysitters try to charge too much for day care.
*217. I get behind on my housework because I work.
*218. Since I have had a sitter my child loses his temper more often.
*219. I simply can't afford to lose my job.
*220. Most babysitters try to be friendly with the working mother.
221. I really would prefer to stay home myself.
222. I have to use a babysitter because nurseries charge so much.
223. The way things are right now, I'd better work.
*224. I have a neighbor or relative who is available in an emergency.
*225. I think it's best to keep babysitting arrangements businesslike.
226. There are very few job openings for the hours I work.
227. I worry about leaving my child with a sitter.
*228. I am happier when I am working.
*229. Keeping a babysitter is hard.
230. When I work, I'm better organized at home.
*231. Babysitters usually understand if a mother can't pay on time once in a while.
*232. If I lost this job I could always get another.
*233. I always have trouble finding a sitter.
234. It is good for my child to spend a few hours a day at a sitter's.

GENERAL ROLE (cont.)

235. I would rather not discuss my child's home life with a sitter.
*236. I would rather leave my child with a sitter than with a relative or a member of my own family.
*237. I think other people look down on me for being a working mother.
*238. My family seems to get along better at home when I am working.
*239. I make it clear to the sitter that she has to be completely reliable.
240. I need to work because our medical bills are so large.
*241. Babysitting for a friend makes for too many problems.
*242. Sometimes I have to have my child stay late at the sitter's.
243. Since I started work, I don't have enough time just to sit and talk with my husband.
*244. You can usually trust a sitter to do a good job.
245. I feel whether or not a woman should work is something only she should decide.
246. I find I am more short tempered with my family since I started to work.
*247. My child and I have more fun when we are together since he has been looked after by babysitters.
248. There are many job openings for people with my skills.
*249. If really necessary, I could quit work and stay home.
250. If necessary, I could change my working hours so that I could do without a sitter altogether.
251. I feel most mothers who quit work do so because of babysitter troubles.
252. I would only consider leaving my child with a close friend.
*253. Working keeps me from feeling bored.
254. I don't have to work.
*255. When I work, I feel I'm doing something more worthwhile than just staying home and taking care of the children.
256. It is just as important for me and the sitter to get along as for my child and the sitter to get along.
*257. I would rather have a babysitter come in to my own home than have my children go out.
*258. I like the way my child has learned to be more self sufficient from being in another home part of the day.

Table B-2

PRETEST

SITTER ITEMS IN ORDER OF PRESENTATION

THIS ARRANGEMENT (Items 1-108: Attitudes toward Particular Agreement)

* 1. The mother is one of my closest friends.
* 2. I have trouble with her children because they are so spoiled.
3. I would feel better about sitting for her if she took better care of her child herself.
* 4. Our families are so close it's as if we were relatives.
* 5. She doesn't let me know when she changes her plans.
* 6. We agree about a lot of things.
* 7. She takes a real interest in her child.
8. Her child hasn't taken to me as well as I would like.
* 9. This mother has had a very rough time most of her life.
10. If I had it to do over, I would sit for the mother again if she asked me.
*11. I am just the right sitter for this child.
*12. Her child seems to have fun at my house.
*13. The children are too much for me.
*14. The mother and I sit and talk to each other for hours.
*15. We have a lot in common in what we expect of her children.
*16. Her children are neat and clean.
*17. The child seems to mind better for me than for his mother.
*18. I wish her child had a better time at my house.
*19. Her child gets on my nerves more often than I'd like.
*20. Her child is a real pleasure to be around.
*21. Some days I really feel ready to give the children up.
*22. The mother's friendship means a lot to me.
*23. I am satisfied with the hours I take care of the child.
*24. The mother doesn't seem to understand how busy I am all the time.
*25. I get tired of the mother not sticking to the hours we agreed upon.
26. The children often talk about things they do when they are with their mother.
*27. It would be better if the mother let me have a freer hand in disciplining the child.
28. It is hard trying to discuss her child with her.
*29. I often let the day care child "help" me with household tasks.
*30. The mother is the sort of person you can tell your problems to.
*31. I would be sorry to see the children go.
*32. Her child just won't mind me.
*33. I don't expect her to tell me what her plans are because she doesn't know herself.
34. I think it would be better if the mother took a little more time to discuss her child (or arrangement) with me every few days.
35. I enjoy talking with the child quite a bit during the day.
36. Her children are always happy to see her come for them.
*37. The mother and I keep on pretty good terms.
38. I am less satisfied with the children now than I was at first.

THIS ARRANGEMENT (cont.)

*39. She lets her child get away with too much.
*40. She is someone you can count on in an emergency.
41. The mother and child don't seem to get along with each other very well.
*42. I get tired of trying so hard to keep the mother happy all the time.
43. The children aren't happy here.
44. The mother and I are too different in the way we bring up children.
45. The children would hate to leave me.
*46. She seems to have fun with her children.
*47. Sometimes I think the mother doesn't care about her child at all.
*48. The mother is always interested in what I have to say about her child.
49. Our children play together all the time.
*50. I think the mother resents the attention I give her child.
51. My job is easier because the mother makes clear what she wants me to do.
52. I think the mother has good reasons for working.
*53. I wish she gave her children more attention.
*54. I see a lot of this mother because we enjoy each other.
*55. I get tired of the mother telling me her problems.
56. It bothers me that the mother doesn't always make sure that her child has the right food or enough sleep before she brings him to me.
57. She plans time to do things with her children.
*58. The mother tries to pick up her child when she says she will.
*59. The main reason I sit for this child is that I worry what would happen to him if I didn't have him.
*60. I don't think the mother approves of me.
*61. I sometimes wish the mother weren't so dependent on me.
*62. I often visit with this child or have him visit me even when I am not babysitting him.
*63. Taking care of her child is more of a drain than I expected.
*64. Her children seem to mind her.
*65. The mother and I handle the child in about the same way.
66. If the mother has anything to say about the day care arrangement, I think she usually tells me.
*67. It would be easier for me if the mother were more concerned about her children.
*68. I am becoming less satisfied with the mother.
*69. The mother takes an interest in me personally.
70. I think her child looks forward to coming here.
*71. The mother is very cooperative.
*72. The mother and I have a lot in common.
*73. She relies on me for personal advice.
*74. I get tired of the mother talking about her trouble with the child at home.
*75. One reason I babysit for this mother is that our children are friends.
*76. The mother doesn't keep her end of the bargin.
77. Although I see a lot of the mother, I don't know the rest of her family well.
78. She lets her child run wild.
*79. Her child seems bored when he is here.
*80. I only see the mother when she leaves or picks up her child.
81. The mother and child have a very good relationship.
82. The mother really cares how I feel about things.
*83. I like the way the mother treats children.

THIS ARRANGEMENT (cont.)

84. I think this mother should arrange her time so that she can spend more time with her child.
*85. The mother seems pretty critical of me.
*86. The mother seems concerned about only herself.
87. When they are with me, the children are always good.
88. The mother is not concerned enough about her children.
*89. Even though I get along with most children, I just can't make myself like this one.
90. It's easy to tell the mother when her child is naughty during the day.
*91. Our families often get together.
*92. I feel like the mother takes advantage of me.
*93. If I had it to do over, I would be willing to take her child again.
94. I am satisfied with the amount she pays me.
95. I don't think this child should be away from his mother so many hours a day.
*96. The mother expects too much from me.
*97. The mother and I enjoy getting together.
98. I wouldn't mind spending more time with the child than I do now.
99. The mother does what she says she will.
100. The mother doesn't think much of people who give child care.
*101. She is a good mother.
102. The mother doesn't seem to appreciate me.
*103. I am like a mother to her.
*104. I like the way her children behave.
105. The mother often doesn't pay me on time.
106. I wish taking care of her child didn't make me so tired.
*107. I wish her hours were more regular.
108. I really tend to get too involved in the mother's problems.

GENERAL ROLE (Items 109-266: Attitudes toward Working Mother/FDC Giver Role)

109. My family seems to enjoy the children I babysit for.
*110. Mothers shouldn't work unless they absolutely have to.
*111. Mothers are always pleased with the way I have things fixed up to take care of children.
112. I could get more babysitting jobs if this neighborhood were nicer.
113. I get a lot of satisfaction out of taking care of children.
114. It would be easier to give day care if my house were bigger.
*115. Mothers are not very reliable about paying me.
116. I really get more done around the house when day care children are here.
*117. I get tired of having extra children around.
118. Getting the children to mind a sitter is usually not too hard when the mothers make them mind at home.
*119. I feel criticized for doing babysitting.
*120. I do babysitting because I don't have any other choice.
121. I would feel lost if I didn't have children around.
*122. Sometimes mothers say they will bring their children, and then they don't show up.
123. I would prefer not to give day care.
*124. I don't know how to find people to babysit for.

THIS ARRANGEMENT (cont.)

*125. Although I enjoy being around children, the money I make is more important to me.
*126. I try to do things for a child the way his mother does.
127. Being a babysitter makes me feel I'm doing something worthwhile.
128. I work because babysitting money provides some "extras" for my family.
129. A lot of children are just too loud.
*130. If I want to do babysitting I have to take what I can get.
*131. I expect to become good friends with the mothers I sit for.
132. I think working mothers care just as much about their children as other mothers do.
*133. The mother and I work out together what each of us does in an agreement.
*134. I make it clear to the mother that it is really inconvenient for me to babysit after a certain hour.
*135. It's hard to get the kind of children I want to care for.
*136. I would give day care only to children I enjoy.
*137. If a mother can't pay on time, I don't mind waiting.
*138. It is important that both mother and sitter work out in detail what they expect of each other.
139. I babysit because it would be hard on my own family if I worked away from home.
140. I would rather people not know I do babysitting.
141. It is just as important to get along with a working mother as with her child.
142. It's hard to find enough things to keep the children busy.
*143. I'm not really satisfied with the amount of money I make babysitting.
144. Children get too attached to me.
*145. My family could not get by without the money I make taking care of children.
*146. I enjoy giving day care because it makes me feel that I'm needed.
147. The most important thing to consider is whether or not I like the day care children.
148. Most working mothers try hard to give their children a lot of attention at home to make up for the time they're away.
*149. I would enjoy giving day care more if the arrangement would last longer.
150. A sitter should try to get along with all kinds of mothers.
*151. There are things I enjoy doing with the day care children that I wouldn't do if they were not here.
152. Even if I didn't like an arrangement, I'd continue if the mother insisted.
*153. I just can't manage to keep the house the way I want to with children around all the time.
*154. I only want day care children that my own child enjoys.
*155. I won't sit for a mother who doesn't do what she says she will.
*156. If I feel it is better for a child, I would do everything I could to persuade a mother to continue this arrangement.
157. Children should be given a chance to "blow off steam" once in a while.
*158. Mothers are usually considerate of sitters.
159. Sometimes I worry whether I'm doing a good job as a sitter.
*160. I can afford to be choosey about whom I sit for because sitters are hard to find.

GENERAL ROLE (cont.)

161. I like comparing my children with other people's children.
*162. Mothers don't understand that a babysitter has too much to do just taking care of children to play with them all the time.
*163. I am happier when I am taking care of children.
*164. I use whatever kind of discipline the mother tells me to.
165. Babysitting for a friend makes for too many problems.
166. It seems that most mothers work just so they won't have to bother with their children.
*167. I can't have children who stay late.
*168. I need to babysit because it provides me with a steady source of income.
169. Most mothers try to do what they say they will.
170. Child care is one of the most important jobs a woman can have.
171. My child is harder to handle with day care children around.
172. It worries me to have total responsibility for a child.
*173. My own children pick up bad habits from the day care children.
174. I do babysitting because it gives me my own spending money.
*175. Day care arrangements last as long as I would like them to.
176. I think it is quite all right for a mother to work, as long as the child is with someone like me.
*177. I think several hours a day is too much for a child to be away from his mother.
*178. My husband (or family) doesn't approve of my doing babysitting.
*179. I would continue day care only for a child who likes me.
*180. It doesn't really do most children harm to spend the day away from their mothers.
181. A lot of mothers would rather have sitters, because relatives who take care of children spoil them.
182. I try to make day care children feel free to be themselves here.
*183. I think a day care giver is usually not paid enough.
184. My own children think it's fun to have other children around.
185. I can't reach the mother in an emergency.
*186. Mothers give me adequate instructions.
187. Working mothers have a hard time getting good sitters.
*188. One of my biggest problems with day care is getting along with the mothers.
189. One of the main reasons why I do babysitting is because I want to help the mother and child.
190. I think most people consider child care an extremely important job.
191. My neighbors don't care if I babysit.
192. Most mothers think that babysitters have an easy time.
*193. I have a nice house and yard for taking care of children.
194. I don't mind at all telling people I do babysitting.
*195. In many cases, I think sitters end up giving the child the affection he ought to be getting from his mother.
*196. I think a sitter should tell the mother if she thinks the child is not cared for properly at home.
197. I like helping out mothers who work.
*198. I can't find as many day care children as I need to have.
*199. I can get along with any child.
*200. It's hard not to get too attached to day care children.

GENERAL ROLE (cont.)

*201. My husband gets upset sometimes because he feels that I do more for mothers and children than I need to.
202. Other sitters can charge less than I have to.
203. My husband (or family) would prefer that I went out to work instead of babysitting.
204. Most working mothers are more concerned about themselves than about their children.
*205. It's all right with me when mothers would rather not get too involved with the day care giver.
206. As long as I get along well with the children, I am satisifed with an arrangement.
*207. If I weren't doing babysitting I'd get bored.
*208. It doesn't seem tc bother my husband (or family) to have extra children around.
*209. One of the nicest things about doing babysitting is getting to know the mothers.
*210. It's hard to get babysitting jobs because there are a lot of women in my neighborhood who do babysitting.
*211. I do babysitting even though I don't especially need the money.
212. One thing I don't like about babysitting is that you can't count on an arrangement to last.
213. I would only consider taking care of the child of a close friend.
*214. I like to keep at least one child all the time.
215. My own children don't need as much attention with day care children around.
216. Most mothers leave it up to me to work out the details of how to handle their children.
217. Even good kids get wild when a lot of them get together.
218. My neighbors don't approve of my giving child care.
219. Even a divorced or widowed mother should stay home with a young child unless she has to work.
220. When I babysit, I can buy things for myself that I wouldn't feel right buying otherwise.
*221. I take children whether they are sick or not.
*222. I want day care children who will behave themselves here.
223. Babysitting ties me down so that I can't do other things I'd like to.
*224. Once I take a child, I'll keep him as long as I am asked.
*225. Mothers impose on sitters.
226. Most mothers are reasonable about what sitters should be able to accomplish with their children.
*227. I feel sad to lose the day care children when the mother ends the arrangement.
228. I'd rather have some other job than babysitting.
229. I think it bothers the mother who works to be away from her child so much.
230. I would refuse to babysit for some people.
*231. I think of babysitting as a business that should be run efficiently.
*232. I enjoy giving day care because of the affection the children give me.
233. It's easier to take care of other people's children than it is your own.
*234. I think working mothers want a babysitter to teach their children things that are a mother's job to do.

GENERAL ROLE (cont.)

*235. I don't want to get too attached to day care children.
236. Although I don't like to keep children overnight, I will do it if I am asked.
237. It worries me that many mothers try to shove off too much responsibility for the children on to the sitter.
*238. I find that my babysitting is sometimes hard on my own family.
239. No matter how perfect an arrangement looks at the beginning, problems of getting along with the mother always come up later.
240. It is not fair for mothers to ask sitters to treat their children in a special way.
*241. The closer the friendship between mother and sitter,the better the arrangement.
242. If I didn't do babysitting, I don't know what I'd do to make money.
243. Sometimes children seem able to take care of themselves better than their mothers do.
244. I find I am too nervous to babysit for some children.
245. I prefer to sit for mothers who do not try to involve me in their lives.
*246. I am very particular about whom I sit for.
*247. I would not keep a child who didn't get along here.
*248. Most mothers are good about letting me know about changes in their plans.
249. I feel that whether or not a woman should work is something only she should decide.
*250. A sitter should try to get along with all kinds of children.
*251. I think most working mothers make every effort to cooperate with the sitter in caring for the child.
252. I would go against the mother's wishes if I felt it was for the good of the child.
*253. If I didn't give day care, I doubt if I would get a job outside of home.
254. I babysit mainly because I don't have the training to do other work.
255. I babysit only to help out a friend.
256. I don't care for "career" type mothers.
*257. Most mothers are very friendly.
*258. I find that often the mother expects the sitter to do too much.
259. One reason mothers hire me is that they know I badly need the money.
*260. I make clear to the mother what I expect of her if I take her child.
*261. A child should learn that other people don't always treat him the way his mother does.
*262. I wouldn't babysit for a mother I didn't like.
263. I am appreciated more at home because I give child care.
264. There are many mothers in this neighborhood who need babysitters.
265. I don't ask about a child's home life unless the mother talks about it first.
266. I babysit so I won't have too much time on my hands.

Table B-3

LATENT ROOTS OF THE FIRST THIRTY FACTORS-- FACTOR ANALYSES OF 150-ITEM POOL FOR 146 MOTHERS AND 150-ITEM POOL FOR 106 SITTERS

Factor	Mother	Sitter
1	19.30023	23.22464
2	10.86751	12.34375
3	9.55990	8.55401
4	6.58701	7.37576
5	6.11110	5.37469
6	4.59407	4.43912
7	4.45003	4.27732
8	4.25496	3.97596
9	3.97789	3.73782
10	3.54584	3.67613
11	3.24588	3.26081
12	3.08077	3.16535
13	2.92890	3.07077
14	2.84890	2.89582
15	2.69797	2.76027
16	2.66112	2.66311
17	2.43420	2.55437
18	2.38056	2.41079
19	2.27931	2.34592
20	2.25214	2.27365
21	2.18732	2.25782
22	2.13900	2.22814
23	1.98950	2.14567
24	1.93200	2.10331
25	1.88285	2.00627
26	1.82598	1.83176
27	1.80134	1.78836
28	1.75995	1.74034
29	1.68793	1.73043
30	1.66701	1.66943

Table B-4

Mother Scales

MOTHER SCALES

Factor I

MOTHER'S SATISFACTION WITH THIS SITTER'S CONCERN FOR CHILD

170. If I had it to do over, I'd choose this sitter again.
224. I like the way my child and sitter get along.
254. She takes a real interest in my child.
158. My sitter seems to have too many things on her mind to pay enough attention to my child.
128. I'm not sure my sitter likes my child.
246. I would be happier if I could depend on my babysitter more.
252. We have a lot in common in what we expect of my children.
138. We agree about a lot of things.
238. This is the best sitter for my child that I know.
150. I think my sitter will usually do more for my child than she has to.
230. I wish my sitter would spend more time doing things with my children.
162. Sometimes I think my sitter doesn't care about children at all.
132. My sitter understands my child's moods.
262. She doesn't give the children enough to do.
168. The babysitter is fair with my child.
220. She's someone you can count on in an emergency.
464. It bothers me that I can't have the kind of child care arrangement I would really like.
240. I am satisfied with her housekeeping.
152. I get the impression that my sitter doesn't always feed my child the things I want him to have.
270. If I want a sitter, I have to take what I can get.
460. You have to put up with a lot in order to keep a sitter.
428. The best way to get along with a sitter is to keep your mouth shut.

Number of items = 22 Possible range of scale scores = ± 66

	FRIENDS	STRANGERS
Range of actual scores	-15 to +63	-10 to +65
Median score	43	44
Frequency <0	1	3
Frequency ≥ 0	38	62
Mean Score	41.44	42.58
Standard deviation	15.79	15.63
t	-.36*	
alpha total group = .91	.92	.88

*n.s.

MOTHER SCALES

Factor II

MOTHER'S VIEW OF INTER-FAMILY CLOSENESS IN THE ARRANGEMENT

*112. Our families often get together.
*172. My sitter is one of my closest friends.
*134. We enjoy getting together.
*216. Our families are so close it is as if we were relatives.
*260. My sitter and I sit and talk to each other for hours.
*114. I only see my sitter when I pick up or deliver my child.
*164. My sitter has my child visit her or comes to see him even when she is not sitting.
144. She takes an interest in me personally.
148. We have a lot in common.
244. Her friendship means a lot to me.
110. I knew the sitter as a friend before we began this arrangement.
118. She is the sort of person you can tell your problems to.
*122. One reason I have this sitter is that our children are friends.
430. I expect to become good friends with my sitters.
228. Our children play together all the time.
236. I rely on her for personal advice.
366. The closer the friendship between mother and sitter, the better the arrangement.

* retained in IIa, Revised scale

Number of items = 17 Possible range of scale scores = ± 51

	FRIENDS	STRANGERS
Range of actual scores	-17 to +49	-38 to +26
Median Score	10	-5
Frequency <0	5	41
≥0	34	24
Mean score	13.10	-6.23
Standard deviation	14.34	15.11
t	5.99*	
alpha total group = .92	.85	.87

*p< .01

MOTHER SCALES

Factor IIa

REVISED MOTHER'S VIEW OF INTER-FAMILY CLOSENESS IN THIS ARRANGEMENT

112. Our families often get together.
172. My sitter is one of my closest friends.
134. We enjoy getting together.
216. Our families are so close it is as if we were relatives.
260. My sitter and I sit and talk to each other for hours.
114. I only see my sitter when I pick up or deliver my child.
164. My sitter has my child visit her or comes to see him even when she is not sitting.
122. One reason I have this sitter is that our children are friends.

Number of items = 8 Possible range of scale scores = ± 24

	FRIENDS	STRANGERS
Range of actual scores	-11 to +24	-23 to +12
Median score	3	-9
Frequency <0	11	50
$\geq$0	28	15
Mean score	4.26	-6.38
Standard deviation	8.93	8.68
t	5.99*	
alpha total group = .89	.78	.83

*p< .01

MOTHER SCALES

Factor III

MOTHER'S PREFERENCE FOR WORK ROLE OVER HOMEMAKER ROLE

364. I am happier when I am working.
470. I would rather work than stay home.
528. On the whole, I think I can be a better mother if I work.
510. Often I wish I could stay home and be just a housewife.
424. I like the daily routine of going to work.
314. Working keeps me from feeling bored.
442. When I work, I feel I'm doing something more worthwhile than just staying home and taking care of children.
336. Most days I wish I didn't have to go out to work.
352. My family seems to get along better at home when I am working.
450. My child and I have more fun when we are together since he has been looked after by babysitters.

Number of items = 10 Possible range of scale scores = ± 30

	FRIENDS	STRANGERS
Actual range of scores	-30 to +23	-26 to +30
Median score	0	-2
Frequency 0	17	35
0	22	30
Mean score	1.49	-.37
Standard deviation	13.32	14.00
t	.67*	
alpha total group = .91	.90	.92

*n.s.

MOTHER SCALES

Factor IV

MOTHER'S ECONOMIC NEED TO WORK

518. My family couldn't get by if I didn't work.
458. For me, working is not an absolute necessity.
332. I do have some choice about whether to work or not.
320. I have to work in order to make ends meet.
452. If really necessary, I could quit work and stay home.
272. I simply can't afford to lose my job.

Number of items = 6   Possible range of scale scores = ±18

	FRIENDS	STRANGERS
Range of actual scores	-18 to +18	-18 to +18
Median score	-4	6
Frequency 0	22	25
0	17	40
Mean score	.18	4.32
Standard deviation	13.01	11.20
t	-1.72*	
alpha total group = .96	.96	.96

*n.s.

MOTHER SCALES

Factor V

MOTHER'S ASSERTION THAT SITTERS SHOULD DO WHAT MOTHERS SAY

418. I would not keep a sitter who did not follow all instructions I gave her.
358. I prefer a sitter who is interested in helping me and my child.
446. A mother should insist that a sitter carry out the mother's way of handling the child.
472. I make it clear to the sitter that she has to be completely reliable.
370. It is important that both sitter and mother work out in detail what they expect of each other.
334. If there are problems about how to care for my child, the sitter and I should work them out together.
278. I make every effort to patch up misunderstandings with the sitter.

Number of items = 7 Possible range of scale scores = ±21

	FRIENDS	STRANGERS
Range of actual scores	-2 to +21	-3 to +20
Median score	10	9
Frequency <0	1	5
≥0	38	60
Mean score	10.69	8.97
Standard deviation	5.59	5.03
t	1.62*	
alpha total group = .70	.78	.78

*n.s.

Factor VI

MOTHER'S GENERAL CONFIDENCE IN SITTERS

310. You can usually trust a sitter to do a good job.
474. Babysitters always like my children.
326. I think most sitters try to do what is best for the children they sit for.
422. Most babysitters try to be friendly with the working mother.
522. Too many babysitters don't care enough about the children they give day care for.
348. Keeping a babysitter is hard.
456. It's hard to find a babysitter who really enjoys taking care of the children.

Number of items = 7 Possible range of scale scores = ±21

	FRIENDS	STRANGERS
Range of actual scores	-11 to +21	-13 to +15
Median score	5	5
Frequency <0	6	8
≥0	33	57
Mean score	5.00	5.31
Standard deviation	6.14	5.60
t	-.26*	
alpha total group = .71	.72	.69

*n.s.

MOTHER SCALES

Factor VII

MOTHER'S JOB SATISFACTION AND JOB-MARKET ADVANTAGE

520. I like the kind of work I am doing.
268. I wish my job were more interesting.
344. Usually I don't have a hard time finding a job.
512. One reason I enjoy my job is that I like the people I work with.
360. I feel lucky to find any job at all.
376. If child care problems come up, my employer usually lets me off.
324. If I lost this job I could always get another.
436. There are a lot of jobs available that I can do.

Number of items = 8 Possible range of scale scores = ±24

		FRIENDS	STRANGERS
Range of actual scores		-14 to +23	-3 to +24
Median score		14	12
Frequency	<0	2	3
	≥0	37	62
Mean score		12.31	12.08
Standard deviation		7.30	5.73
t		.18*	
alpha	total group = .72	.79	.67

*n.s.

MOTHER SCALES

Factor VIII

MOTHER'S COMPLAINTS ABOUT SITTER'S POSSESSIVENESS

222. Sometimes I'm afraid that she's coming between me and my child.
130. My child sometimes seems confused about which of us is his mother.
250. She gets too possessive with my child.

Number of items = 3 Possible range of scale scores = ±9

	FRIENDS		STRANGERS
Range of actual scores	-9 to +3		-9 to +1
Median score	-8		-7
Frequency <0	36		64
≥0	3		1
Mean score	-6.69		-6.68
Standard deviation	2.79		2.17
t		-.03*	
alpha total group = .74	.74		.53

*n.s.

MOTHER SCALES

Factor IX

PLAYMATES FOR CHILD AS MOTHER'S REASON FOR HAVING THIS ARRANGEMENT

154. It is good for my child to have a chance to play with her children.
330. I would only want to leave my child at a place where there is another child he enjoys.
116. My child has the opportunity to learn to play with other children at the sitter's.
142. By being with this sitter, my child learns some important things that he wouldn't at home.

Number of items = 4　　Possible range of scale scores = ±12

		FRIENDS		STRANGERS
Range of actual scores		-5 to +12		-7 to +12
Median score		6		6
Frequency	<0	4		6
	≥0	35		59
Mean score		5.54		5.71
Standard deviation		4.81		4.40
t			-.18*	
alpha	total group = .65	.74		.69

*n.s.

MOTHER SCALES

Factor X

MOTHER'S NEED FOR A FLEXIBLE SITTER

478. I can't always let the sitter know ahead of time when I have to change my plans.
166. It's impossible to tell the sitter what my plans are because I don't know myself.
420. Sometimes I have to have my child stay late at the sitter's.
356. It is hard to find a babysitter whose hours work out with my own.
140. I can drop my child off at the sitter's any time I need to.
448. If a sitter can't be flexible, I won't hire her.
468. I'm careful not to impose on my sitter.
210. I like the neighborhood my sitter lives in.

Number of items = 8   Possible range of scale scores = ±24

		FRIENDS		STRANGERS
Range of actual scores		-17 to +20		-16 to +12
Median score		-5		-5
Frequency <0		27		48
≥0		12		17
Nean score		-3.49		-4.58
Standard deviation		7.82		6.71
t			.76*	
alpha	total group = .67	.71		.61

*n.s.

Factors XI and XX

MOTHER'S DISADVANTAGE IN THE BABYSITTING MARKET

264. There are many people in my neighborhood who would be willing to give child care.
374. I have a list of alternates if this arrangement fails.
350. If I lost my sitter, I would have to stay home.
444. I don't know how to find another sitter.
516. I always have trouble finding a sitter.
274. I have a neighbor or relative who is available in an emergency.

Number of items = 6 Possible range of scale scores = ±18

	FRIENDS	STRANGERS
Range of actual scores	-15 to +10	-14 to +13
Median score	-7	-5
Frequency <0	28	46
>0	11	19
Mean score	-5.54	-3.49
Standard deviation	6.38	6.30
t	-1.60*	
alpha total group = .72	.71	.72

*n.s.

Factor XIII

MOTHER'S RELUCTANCE TO INTERFER WITH SITTER'S WAY OF HANDLING CHILD

476. Unless a sitter did something to really hurt my child, I would not interfere with her way of handling him.
438. It is not fair for mothers to ask sitters to treat their children in a special way.

Number of items = 2 Possible range of scale scores = ±6

	FRIENDS		STRANGERS
Range of actual scores	-4 to +6		-5 to +6
Median score	1		1
Frequency <0	12		24
≥0	27		41
Mean score	1.26		.58
Standard deviation	2.73		3.13
t		1.11*	
alpha total group = .58	.46		.64

*n.s.

Factors XIV and XXVII

MOTHER'S FEELING OF GUILT ABOUT CHILD'S ADJUSTMENT TO BABYSITTING

362. Since I have had a sitter my child loses his temper more often.
524. I think my child would be easier to handle if he didn't have to go to the babysitter's at all.
266. My children usually like going to a babysitter's home.
368. My children usually don't like their babysitters.
514. I feel guilty about leaving my child with a sitter when he cries for me.
340. My child seems afraid to let me out of his sight since he has been going to babysitters.

Number of items = 6 Possible range of scale scores = ±18

		FRIENDS	STRANGERS
Range of actual scores		-15 to +6	-17 to +10
Median score		-7	-7
Frequency	<0	37	51
	≥0	2	14
Mean score		-6.77	-5.80
Standard deviation		4.45	5.83
t		-.89*	
alpha	total group = .72	.69	.76

*n.s.

Factor XVI

MOTHER'S FEELING THAT PEOPLE DISAPPROVE OF MOTHERS WORKING

218. I don't think she approves of my working.
526. I think most babysitters look down on mothers who work.
440. I think other people look down on me for being a working mother.
462. I think most babysitters give care just to earn money.

Number of items = 4 Possible range of scale scores = ±12

	FRIENDS	STRANGERS
Range of actual scores	-11 to +5	-10 to +4
Median score	-5	-5
Frequency <0	36	56
≥0	3	9
Mean score	-4.41	-4.42
Standard deviation	3.23	3.51
t	.01*	
alpha total group = .50	.42	.56

*n.s.

Factor XXIV

MOTHER'S EXPECTATION THAT CHILD CAN GET ALONG WITH ANY SITTER

432. My children get along with anybody.
322. It's difficult for my children to "take to" a sitter.

Number of items = 2 Possible range of scale scores = ±6

	FRIENDS	STRANGERS
Range of actual scores	-3 to +6	-4 to +6
Median score	3	3
Frequency <0	6	9
>0	33	56
-		
Mean score	2.36	2.28
Standard deviation	2.44	2.51
t	.16*	
alpha total group = .58	.54	.58

*n.s.

Factor XXX

MOTHER'S PREFERENCE FOR UNINVOLVED, BUSINESSLIKE RELATIONSHIP WITH SITTER

454. It is all right with me when sitters would rather not get too involved with the mother.
354. I prefer sitters who do not try to involve me in their lives.
276. I think it's best to keep babysitting arrangements businesslike.

Number of items = 3 Possible range of scale scores = ±9

		FRIENDS		STRANGERS
Range of actual scores		-6 to +6		-6 to +8
Median score		2		3
Frequency	<0	10		19
	>0	29		46
Mean score		1.56		2.17
Standard deviation		3.28		3.74
t			-.84*	
alpha	total group = .63	.60		.66

*n.s.

Table B-5

Sitter Scales

SITTER SCALES

Factor I

SITTER'S SATISFACTION WITH THIS MOTHER'S CONCERN FOR HER CHILD

120. It would be easier for me if the mother were more concerned about her children.
250. The mother is very cooperative.
262. She is a good mother.
158. The mother is always interested in what I have to say about her child.
218. The mother seems concerned only about herself.
162. Sometimes I think the mother doesn't care about her child at all.
272. I am becoming less satisfied with the mother.
128. She takes a real interest in her child.
258. I wish she gave her children more attention.
264. I don't think the mother approves of me.
138. We agree about a lot of things.
274. I like the way the mother treats her children.
154. She seems to have fun with her child.
226. The mother and I keep on pretty good terms.

Number of items = 14 Possible range of scale scores = ±42

	FRIENDS		STRANGERS
Range of actual scores	-22 to +42		-23 to +42
Median score	28		29
Frequency <0	4		2
≥0	35		63
Mean score	23.67		27.57
Standard deviation	15.95		11.16
t		-1.47*	
alpha total group = .94	.95		.94

*n.s.

SITTER SCALES

Factor II

SITTER'S VIEW OF INTER-FAMILY CLOSENESS IN THIS ARRANGEMENT

*172. The mother is one of my closest friends.
*112. Our families often get together.
230. I see a lot of this mother because we enjoy each other.
*114. I only see the mother when she leaves or picks up her child.
*134. The mother and I enjoy getting together.
*260. The mother and I sit and talk to each other for hours.
236. She relies on me for personal advice.
*216. Our families are so close it's as if we were relatives.
144. The mother takes an interest in me personally.
*164. I often visit with this child or have him visit me even when I am not babysitting him.
148. The mother and I have a lot in common.
*122. One reason I babysit for this mother is that our children are friends.
244. The mother's friendship means a lot to me.

* retained in IIa, Revised scale

Number of items = 13 Possible range of scale scores = ±39

	FRIENDS	STRANGERS
Range of actual scores	-34 to +39	-28 to +28
Median score	10	-12
Frequency <0	15	44
≥0	24	21
Mean score	7.33	-6.95
Standard deviation	18.28	14.21
t	4.45*	
alpha total group = .93	.94	.87

*p<.01

SITTER SCALES

Factor IIa

REVISED SITTER'S VIEW OF INTER-FAMILY CLOSENESS IN THIS ARRANGEMENT

172. The mother is one of my closest friends.
112. Our families often get together.
114. I only see the mother when she leaves or picks up her child.
134. The mother and I enjoy getting together.
260. The mother and I sit and talk to each other for hours.
216. Our families are so close it's as if we were relatives.
164. I often visit with this child or have him visit me even when I am not babysitting him.
122. One reason I babysit for this mother is that our children are friends.

Number of items = 8 Possible range of scale scores = ±24

	FRIENDS	STRANGERS
Range of actual scores	-19 to +24	-23 to +18
Median score	6	-11
Frequency <0	15	50
≥0	24	15
Mean score	3.74	-8.06
Standard deviation	11.39	9.19
t		5.79*
alpha total group = .89	.88	.82

*p<.01

SITTER SCALES

Factor III

SITTER'S ECONOMIC NEED TO BABYSIT

518. My family could not get by without the money I make taking care of children.
332. I need to babysit because it provides me with a steady source of income.
372. I do babysitting even though I don't especially need the money.
354. Although I enjoy being around children, the money I make is more important to me.

Number of items = 4 Possible range of scale scores = ±12

	FRIENDS	STRANGERS
Range of actual scores	-11 to +6	-11 to +11
Median score	-7	-6
Frequency <0	33	48
≥0	6	17
Mean score	-5.72	-3.65
Standard deviation	4.66	5.82
t		-1.89*
alpha total group = .83	.80	.83

*n.s.

SITTER SCALES

Factor IV

SITTER'S EXPRESSIVE NEEDS MET BY CARING FOR CHILDREN

364. I am happier when I am taking care of children.
318. There are things I enjoy doing with the day care children that I wouldn't do if they were not here.
376. I enjoy giving day care because of the affection the children give me.
442. I enjoy giving day care because it makes me feel I'm needed.
324. If I weren't doing babysitting I'd get bored.
448. I like to keep at least one child all the time.
524. I feel sad to lose the day care children when the mother ends the arrangement.
462. It's hard not to get too attached to day care children.
256. I would be sorry to see the children go.

Number of items = 9 Possible range of scale scores = ±27

	FRIENDS	STRANGERS
Range of actual scores	-14 to +23	-15 to +25
Median score	6	11
Frequency <0	11	12
≥ 0	28	53
Mean score	5.67	9.51
Standard deviation	8.70	9.31
t		-2.09*
alpha total group = .83	.80	.85

*$p < .05$

SITTER SCALES

Factor V

SITTER'S APPROVAL OF THIS MOTHER'S DISCIPLINE

146. Her children seem to mind her.
234. The mother and I handle the child in about the same way.
268. She lets her child get away with too much.
270. The child seems to mind better for me than for his mother.
338. I try to do things for a child the way his mother does.

Number of items = 5 Possible range of scale scores = ±15

	FRIENDS	STRANGERS
Range of actual scores	-14 to +15	-11 to +14
Median score	6	6
Frequency <0	11	11
≥0	28	54
Mean score	2.72	4.25
Standard deviation	7.95	5.65
t	-1.14*	
alpha total group = .84	.89	.78

*n.s.

SITTER SCALES

Factor VI

SITTER'S WILLINGNESS TO BABYSIT ONLY FOR CERTAIN CHILDREN

340. I would give day care only to children I enjoy.
420. I would not keep a child who didn't get along here.
516. I would continue day care only for a child who likes me.
330. I only want day care children that my own child enjoys.
346. I am very particular about whom I sit for.

Number of items = 5 Possible range of scale scores = ±15

	FRIENDS	STRANGERS
Range of actual scores	-12 to +13	-11 to +14
Median score	6	3
Frequency <0	10	22
≥0	29	43
Mean score	4.15	2.65
Standard deviation	6.09	6.13
t	1.22*	
alpha total group = .77	.81	.73

*n.s.

Factor VIII

SITTER'S DISSATISFACTION WITH THIS MOTHER'S LONG HOURS, EXCESSIVE DEMANDS, AND LACK OF PLANFULNESS

130. I wish her hours were more regular.
310. I'm satisfied with the hours I take care of her child.
254. I get tired of the mother not sticking to the hours we agreed upon.
160. The mother doesn't seem to understand how busy I am all the time.
224. I sometimes wish the mother weren't so dependent on me.
176. The mother tries to pick up her child when she says she will.
242. I feel like the mother takes advantage of me.
142. She doesn't let me know when she changes her plans.
126. The mother expects too much of me.

Number of items = 9   Possible range of scale scores = ±27

	FRIENDS	STRANGERS
Range of actual scores	-26 to +13	-27 to +16
Median score	-18	-18
Frequency <0	35	61
≥0	4	4
Mean score	-14.90	-17.32
Standard deviation	9.39	8.94
t	1.31*	
alpha total group = .90	.87	.91

*n.s.

SITTER SCALES

Factor IX

SITTER'S DISAPPROVAL OF MOTHERS WORKING

358. It doesn't really do most children harm to spend the day away from their mother.
452. I think several hours a day is too much for a child to be away from his mother.
166. I don't expect her to tell me what her plans are because she doesn't know herself.
356. Mothers shouldn't work unless they absolutely have to.

Number of items = 4   Possible range of scale scores = ±12

	FRIENDS	STRANGERS
Range of actual scores	-9 to +8	-8 to +12
Median score	1	2
Frequency <0	10	17
≥0	29	48
Mean score	1.03	1.97
Standard deviation	4.66	4.45
t	-1.03*	
alpha total group = .57	.59	.56

*n.s.

SITTER SCALES

Factor X

SITTER ROLE POWER VS. POWERLESSNESS

522. Mothers give me adequate instructions.
470. Most mothers are good about letting me know about changes in their plans.
526. My husband (or family) doesn't approve of my doing babysitting.
514. Sometimes mothers say they will bring their children and then they don't show up.
426. The mother and I work out together what each of us does in an arrangement.
458. It's hard to get the kind of children I want to care for.
320. If I want to do babysitting, I have to take what I can get.
464. Mothers are not very reliable about paying me.

Number of items = 8 Possible range of scale scores = ±24

	FRIENDS	STRANGERS
Range of actual scores	-13 to +23	-7 to +24
Median score	13	15
Frequency <0	1	4
≥0	38	61
Mean score	11.77	12.89
Standard deviation	6.49	6.61
t	-.85*	
alpha total group = .76	.74	.77

*n.s.

Factors XI and XVI

SITTER'S FEELING THAT CARING FOR THIS MOTHER'S CHILD IS AN EMOTIONAL DRAIN

132. The children are too much for me.
248. I have trouble with her children because they are so spoiled.
266. I like the way her children behave.
378. Mothers are always pleased with the way I have things fixed up to take care of children.
228. Her child gets on my nerves more often than I'd like.
276. I get tired of the mother talking about her trouble with the child at home.
278. Her child is a real pleasure to be around.
156. Taking care of her child is more of a drain than I expected.
528. I take children whether they are sick or not.
222. Some days I really feel ready to give the children up.
110. Her children are neat and clean.

Number of items = 11   Possible range of scale scores = ±33

	FRIENDS	STRANGERS
Range of actual scores	-32 to +7	-32 to +5
Median score	-17	-20
Frequency <0	38	63
≥0	1	2
Mean score	-16.54	-19.03
Standard deviation	8.61	6.98
t	1.61*	
alpha total group = .76	.78	.75

*n.s.

SITTER SCALES

Factor XIV

SITTER'S DISADVANTAGE IN THE BABYSITTING MARKET

312. It's hard to get babysitting jobs because there are a lot of women in my neighborhood who do babysitting.
424. I can't find as many day care children as I need to have.
444. I don't know how to find people to babysit for.

Number of items = 3 Possible range of scale scores = ±9

		FRIENDS		STRANGERS
Range of actual scores		-9 to +6		-9 to +4
Median score		-5		-6
Frequency	<0	32		59
	≥0	7		6
Mean score		-3.87		-5.05
Standard deviation		3.43		3.09
t			1.80*	
alpha	total group = .64	.69		.58

*n.s.

SITTER SCALES

Factor XIX

SITTER'S STRAIN FROM COMPETING REQUIREMENTS OF FAMILY AND SITTER ROLES

510. I just can't manage to keep the house the way I want to with children around all the time.
450. I think a day care giver is usually not paid enough.
456. I find that often the mother expects the sitter to do too much.
410. I'm not satisfied with the amount of money I can make babysitting.
344. I find that my babysitting is hard on my own family.
362. Mothers impose on sitters.
446. My husband gets upset sometimes because he feels that I do more for mothers and children than I need to.
334. Mothers are usually considerate of sitters.

Number of items = 8 Possible range of scale scores = ±24

	FRIENDS	STRANGERS
Range of actual scores	-19 to +15	-19 to +16
Median score	-6	-8
Frequency <0	28	48
≥0	11	17
Mean score	-4.67	-6.22
Standard deviation	8.35	8.88
t	.88*	
alpha total group = .82	.81	.83

*n.s.

SITTER SCALES

Factor XXIV

SITTER'S RESTRICTIONS ABOUT BABYSITTING HOURS

422. I make it clear to the mother that it is really inconvenient for me to babysit after a certain hour.
466. I can't have children who stay late.
322. I make it clear to the mother what I expect of her if I take her child.
352. I won't sit for a mother who doesn't do what she says she will.

Number of items = 4   Possible range of scale scores = ±12

	FRIENDS	STRANGERS
Range of actual scores	-8 to +8	-8 to +10
Median score	2	3
Frequency <0	13	22
>0	26	43
Mean score	1.49	2.32
Standard deviation	4.22	5.16
t	-.85*	
alpha total group = .67	.58	.71

*n.s.

SITTER SCALES

Factor XXVI

SITTER'S SATISFACTION WITH THIS CHILD'S ADJUSTMENT

174. Her child just won't mind me.
240. It would be better if the mother let me have a freer hand in disciplining the child.
210. Her child seems to have fun at my house.
140. Her child seems bored when he is here.
232. I wish her child had a better time at my house.

Number of items = 5 Possible range of scale scores = ±15

	FRIENDS	STRANGERS
Range of actual scores	+2 to +15	0 to +15
Median score	11	10
Frequency <0	0	0
≥0	39	65
Mean score	11.15	10.58
Standard deviation	3.27	2.78
t	.95*	
alpha total group = .74	.79	.68

*n.s.

APPENDIX C

DISTRIBUTIONS OF CODED RESPONSES TO OPEN-ENDED INTERVIEW QUESTIONS

For pretest purposes the interview questions were deliberately broad and unstructured in order to elicit responses indicative of mother and sitter areas of concern. This appendix shows some of the questions asked during mother and sitter interviews and the way in which responses were grouped and tallied. All relevant responses recorded by interviewers were used.

Not all codes add up to the total in the sample because even though asked, not all respondents were able to expand upon their "yes" or "no" responses to the initial questions. Some codes capture frequency of mention of diverse content areas and so the totals are small. The questions are numbered but not the codes.

FREQUENCIES OF CODED RESPONSES TO SELECTED MOTHER INTERVIEW QUESTIONS

1. "HOW LONG DO YOU PLAN TO CONTINUE WORKING?"

	Friends	Strangers	Total
Short term	3	2	5
Specific goal	10	18	28
Indefinitely	26	45	71
	39	65	104

2. "DO YOU PREFER WORKING TO BEING AT HOME?"

	Friends	Strangers	Total
No	14	25	39
Yes & No	3	2	5
Too soon to tell	1	0	1
Not all the time (Prefer part time)	3	4	7
Yes	16	33	49
No response	2	1	3
	39	65	104

3. Was one of the ways mentioned by mother when asked "HOW DO YOU GO ABOUT FINDING A SITTER?" "Ask a friend, relative or acquaintance whom she knows who sits."

	Friends	Strangers	Total
No	22	25	47
Yes	17	40	57
	39	65	104

4. "DID YOU GET WHAT YOU WANTED FROM THIS ARRANGEMENT?" When respondents were asked to expand upon a yes and no answer, responses were categorized and listed in order of interviewer's estimate of the importance to the mother of this category (in addition the free responses were grouped and rated from "expected didn't get" to "wanted and got".)

Friends-Order of Importance	1	2	3	4	Sum
Convenience	7	8	2	4	21
Good sitter-child relationship	15	7	3	0	25
Good mother-sitter relationship	2	8	5	2	17
Good quality of care	6	4	4	0	14
Sum	30	27	14	6	77

Strangers-Order of Importance	1	2	3	4	Sum
Convenience	11	15	4	2	32
Good sitter-child relationship	29	14	4	0	47
Good mother-sitter relationship	1	5	4	2	12
Good quality of care	2	7	3	0	12
Sum	43	41	15	4	103

Total Sample-Order of Importance	1	2	3	4	Sum
Convenience	18	23	6	6	53
Good sitter-child relationship	44	21	7	0	72
Good mother-sitter relationship	3	13	9	4	29
Good quality of care	8	11	7	0	26
Sum	73	68	29	10	180

Note: Interviewers recorded responses more consistently than they remembered to rank them. There are many more coded as mentioned than are ranked above for some of the following categories:

What Convenience Aspects were Mentioned?

Only 2 strangers mentioned location as an unexpected problem. 4 friends and 2 strangers said they wanted and got a convenient location. 13 friends and 20 strangers mentioned convenient location as something they wanted but without indicating their satisfaction with that aspect of this arrangement. It can probably be assumed they expected and got it.

Only 2 friends and 6 strangers mentioned flexibile hours, and only 1 stranger found this a problem with the arrangement.

6 friends and 16 strangers said rate of pay was something they were considering. 2 of the strangers wanted to pay less than they were paying for this arrangement.

Availability of the sitter at times needed was desired by 6 friends and 14 strangers. None expressed dissatisfaction with the arrangement on that point.

What Sitter-Child Relationship Was Mentioned?

Most negative responses were specific to this arrangement while positive ones were most often in general terms.

	Friends	Strangers	Total
Strain getting along	1	1	2
Sitter nervous-children too much for her	2	0	2

(Continued on next page)

What Sitter-Child Relationship Was Mentioned? (cont.)

	Friends	Strangers	Total
Didn't want child too attached	0	2	2
Impartial sitter	1	1	2
Experienced or older sitter	3	10	13
Sitter good with children	2	11	13
Warmth, mothering	3	7	10
Good care plus sitter-child warmth	6	8	14
Sitter makes child feel part of family	4	11	15
	22	51	73

What Mother-Sitter Relationship Was Mentioned As Desired?

	Friends	Strangers	Total
Businesslike-not too close	2	2	4
Shared views other than children	0	1	1
Ability to communicate, cooperate	2	6	8
Similar standards of childrearing	2	0	2
Friendly	6	6	12
Combination expressive-instrumental	6	2	8
	18	17	35

What Quality of Care Was Mentioned?

11 friends and 23 strangers said they wanted cleanliness or neatness-none expressed dissatisfaction.

7 friends and 10 strangers wanted the sitter to give close attention to the child. Of these 1 friend said she expected but didn't get this.

Number of other children, either some desired for child to have playmates or not too many-including sitter's own, was desired by 5 friends and 9 strangers. None of these was dissatisfied with the number of other children in the sitter's home.

2 friends and 4 strangers wanted toys supplied at the sitters. No mention of problems.

4 strangers wanted and got safety of yard, street or neighborhood. None was disappointed.

8 friends and 20 strangers wanted the sitter to stick to a routine with the day care child and to exercise discipline. Of these, 1 friend expected it of her arrangement but didn't get it.

5. "WHAT DO YOU THINK IT TAKES TO KEEP AN ARRANGEMENT GOING?" Responses ranged from selection of a sitter to what is expected of the child. Combined codes, therefore responses are not entirely mutually exclusive.

Selection Process	Friends	Strangers	Total
Get someone who wants to sit for the money	2	2	4
A sitter with husband (these M's single parent)	0	2	2
Mother should determine qualities of sitter before making the arrangement	9	12	21
A sitter with similar childrearing ideas	0	1	1
Someone who likes children	3	7	10
	14	24	38
Initial Responsibility re. Details of Arrangement			
Sitter should be explicit about what she expects	0	2	2
Both should work out details together	2	4	6
Mother should be explicit about what she wants	1	6	7
	3	12	15
Managing the Arrangement			
Mother should keep sitter happy	3	5	8
Mother should let sitter handle things her own way	2	3	5
Mother should have trust and confidence in sitter since she has the responsibility	1	10	11
Mother should be fair to both sitter and child	11	18	29
Communicate, work out things together for the good of the child	15	24	39
Neither should take advantage	1	3	4
Sitter must be understanding, fair	3	2	5
Mother has final word, should know what goes on	3	4	7
Mother should tell sitter how & what to do	2	4	6
If child is not happy, quit	1	2	3
	42	75	117

MOTHER

Agreements on Discipline	Friends	Strangers	Total
Sitter should have final say	1	1	2
Mother should teach child to behave	0	2	2
Mother should support sitter's discipline	2	1	3
Should have mutual standards of discipline	2	3	5
Mother should have final say	1	3	4
	6	10	16
Kind of Mother-Sitter Relationship			
No personal involvement	0	1	1
Be businesslike	1	2	3
Be cordial	1	0	1
Be friends, like each other	7	4	11
	9	7	16
Child's behavior			
Learn to get along	2	3	5
Behave himself	0	1	1
Be happy, be himself there	6	6	12
	8	10	18

FREQUENCIES OF CODED RESPONSES TO SELECTED SITTER INTERVIEW QUESTIONS

1. "WHY DO YOU DO BABYSITTING?"

Money	Friends	Strangers	Total
No mention	14	19	33
Real financial need expressed	3	21	24
Social security credits	1	0	1
"Extra" money	19	23	42
Money mentioned as unimportant	2	2	4
	39	65	104

Other reasons mentioned	Friends	Strangers	Total
Needs of this mother or her children	5	4	9
Trying to fulfill a general need	1	3	4
*Helping out friend or neighbor	15	4	19
Playmate for own children	11	17	28
Like babies or children	6	20	26
Wanted companionship or something to do	6	4	10
Wanted to be home with own children	8	17	25
Have own children, more no bother	1	1	2
*The day care children were around anyway	5	2	7
It just seemed the natural thing to do	0	4	4
	58	76	134

These categories are not mutually exclusive. The two * categories for strangers *may* indicate that some strangers are not too strange to each other or are neighbors even though they did not know each other before making this arrangement.

2. Combined answers to "WHAT ARE YOU LOOKING FOR OR WHAT DO YOU EXPECT WHEN YOU MAKE AN ARRANGEMENT?" and "DID YOU GET WHAT YOU WANTED FROM THIS ARRANGEMENT?" There was much overlap in responses to these questions. "Money" often was a response to the first question. (see mother notes on codes)

Friends-Order of Importance	1	2	3	4	Sum
Extra source of money	17	7	5	3	32
Playmates own children	5	9	4	3	21
Good sitter-child relationship	9	5	8	2	24
Mother-sitter relationship	6	8	3	2	19
Sum	37	29	20	10	96

Strangers-Order of Importance	1	2	3	4	Sum
Extra source of money	31	11	1	3	46
Playmates own children	9	10	5	4	28
Good sitter-child relationship	18	17	7	1	43
Mother-sitter relationship	0	7	12	8	27
Sum	58	45	25	16	144

Total Sample-Order of Importance	1	2	3	4	Sum
Extra source of money	48	18	6	6	78
Playmates own children	14	19	9	7	49
Good sitter-child relationship	27	22	15	3	67
Mother-sitter relationship	6	15	15	10	46
Sum	95	74	45	26	240

"Other" motivations included "helping out a friend or neighbor". 17 friends and 3 strangers mentioned this as a reason for this arrangement. Other things wanted from this arrangement by sitters were:

- regular or convenient hours
- dependability of mother
- agreements on discipline
- mother with similar child rearing standards
- a good mother, "not a dumper"
- to be generally helpful to mothers and/or children

3. The questions "HOW WELL DO YOU KNOW THE MOTHER?" and "HOW WELL DO YOU GET ALONG WITH HER?" brought a variety of answers that were grouped into the following categories.

General or Interpersonally Oriented	Friends	Strangers	Total
Not very well	2	1	3
Get along but--dissatisfied past or potential	1	3	4
Don't see or know her well	1	13	14
Fine	5	18	23
She is fair, or businesslike	0	7	7
Positive descriptive adjectives-not indicative of type or degree of m-s friendship	6	13	19
Close friendship	23	7	30
	38	62	100

Child Oriented			
Same kind of (or sitter free to) discipline	3	2	5
Communication re. child	11	14	25
"She's a good mother"	2	8	10
Same child rearing orientation	0	3	3
	16	27	43

Arrangement Oriented	Friends	Strangers	Total
She takes advantage of me	1	3	4
I try to accommodate to her	1	2	3
She's fair or cooperative re. details	5	11	16
She goes along with what I want	2	9	11
	9	25	34

4. "HOW DO YOU GET ALONG WITH THE CHILD?" This question also elicited three general orientations of the sitter in her responses. (response categories paraphrase general tenor of remarks)

Evaluation of Own Sitter Role	Friends	Strangers	Total
Have problems handling him	2	5	7
Took him to correct effects of previous sitter	2	1	3
Handle him better than his mother does	8	9	17
No problems, I'm good with children	2	11	13
Enjoy him-care just comes naturally	7	10	17
	21	36	57
Evaluation of Child's Behavior			
He has tantrums, misbehaves, etc.	1	2	3
Some negative comments but balanced with affection or positive remarks	13	16	29
He's like all kids, good and bad	1	3	4
He minds well	8	7	15
He is always good	7	17	24
	30	45	75
Evaluation of Sitter-Child Relationship			
He's a drain	0	1	1
I like him	10	9	19
He's loving, or he wants affection	9	20	29
	19	30	49

5. "HOW LONG DO YOU PLAN TO CONTINUE TAKING CARE OF HER CHILD?"

	Friends	Strangers	Total
Quitting, unhappy	0	2	2
Arrangement due to be over due to extrinsic circumstances	7	4	11
Not happy, will quit when opportunity arises	1	1	2
Not happy but not planning to quit	1	0	1
Until indefinite contingency eg. if they move	1	4	5
Happy but terminating definite future time	7	9	16
As long as both want	16	40	56
Hadn't thought about it, just don't know	6	5	11
	39	65	104

6. "WHAT ARE YOUR PLANS AFTER THIS ARRANGEMENT ENDS?"

	Friends	Strangers	Total
No plans	12	11	23
Definitely won't work or sit	7	4	11
Other day care children only if asked	5	3	8
Definitely want other day care children	11	41	52
Go out to work	4	6	10
	39	65	104

7. "WHAT DO YOU THINK IT TAKES TO KEEP AN ARRANGEMENT GOING?" Note: Mothers answered this question almost exclusively in terms of mother responsibility but sitters mentioned both their own and mother responsibility for an arrangement.

Selection Process	Friends	Strangers	Total
Be very careful who you take	0	2	2
Only children same age as own	1	2	3
Work out details before starting	6	11	17
Have a trial period	1	3	4
Only take children of good mothers	0	2	2
Only take children of friends	3	0	3
	11	20	31

Mother Responsibilites re. Arrangement or to Sitter	Friends	Strangers	Total
Tell the sitter how she wants things done	2	2	4
Pay on time, be prompt or call if late	10	20	30
Bring what child needs	2	4	6
Have confidence in her sitter	2	7	9
Keep sitter happy; don't impose or take advantage	1	1	2
	17	34	51
Discipline Agreements			
Sitter should discipline as mother wishes	0	1	1
Sitter should not tattle on child	2	1	3
Mother and sitter should agree on discipline	2	5	7
Mother should trust sitter to discipline	1	2	3
Sitter needs control and freedom to punish	7	8	15
	12	17	29
Mother-Sitter Relationship			
Give a little, take a little, neither take advantage	1	4	5
Be businesslike	2	2	4
Have a clear understanding about the child	7	5	12
Communicate, be interested, work together	11	15	26
Be friends, like each other	2	4	6
So natural, nothing special needed to make it work	2	1	3
	25	31	56
Mother's Instrumental Child Care Behavior			
Teach children to behave	0	2	2
Not pry from children what went on at sitters	0	1	1
Not overindulge child to make up for her absence	2	0	2
Take good care; tend to health problems, etc.		8	8
Prepare child so he will be happy	2	2	4
	4	13	17

Sitter's Instrumental Child Care Behavior	Friends	Strangers	Total
Keep them clean, give them good food	3	8	11
Be sure they have things to do	1	1	2
Provide toys and play space	3	3	6
Give them individual attention	6	5	11
	13	17	30
Sitter Expressive Child Care			
Keep them happy	2	4	6
Be a substitute mother	1	3	4
Understand each child	3	6	9
Treat them like my own	9	13	22
	15	26	41
Child's Behavior			
Be good or behave	4	10	14
Like the arrangement, have fun at the sitter's	6	6	12
	10	16	26
Sitter's General Attitude			
Always a strain	0	1	1
Patience	2	3	5
Orderliness, adherence to schedule	0	3	3
Love of children	1	3	4
Cooperation	6	12	18
A sense of humor	1	0	1
	10	22	32

APPENDIX D

GENERAL ROLE SATISFACTION AND SATISFACTION WITH THE MOTHER-SITTER, MOTHER-CHILD, AND SITTER-CHILD RELATIONSHIPS IN THIS ARRANGEMENT: AN ANALYSIS OF INTERVIEWER RATINGS

This appendix makes use of interviewer ratings to assess the sources of satisfaction of mothers and sitters, comparing arrangements between friends and arrangements between strangers.

(1) Simple correlations among ratings, typology judgments, and respondent's own global satisfaction rating.

(2) The means and standard deviations of the ratings.

(3) Canonical correlations between our two sets of satisfactions for each group. The two sets are the general role attitudes rated by the interviewers and their ratings of satisfaction with the three dyadic relationships within this arrangement: sitter-child, mother-child, and mother-sitter. A canonical correlation is a multivariate statistical procedure for examining the correlations between two sets of variables. The canonical correlation, R_c, is presented for the best linear combination of the two sets of variables.

(4) Correlographs showing simple correlations on lines, weights in the canonical equation within ellipses and size of the R_c for each canonical correlation between brackets.

(5) Comments about the ratings.

Table D-1

Matrix of Intercorrelations for Respondent's Global Satisfaction Rating, Interviewer Ratings and Typology Judgments for Friends, Strangers, Mothers and Sitters

		M. global sat. 1	M. sat. sitter-child 2	M. sat. mother-sitter 3	M. sat. mother-child 4	M's user role sat. 5	M's user role freedom 6	HI mother power AO 7	M's work role sat. 8	M's work role freedom 9*	M. Type I-extended family 10	M. Type II-commercial 11	M. Type III-alliance 12	M. Type IV-dumping 13	M. Typology dimension 1 14	S. Typology dimension 1 15	S. Type I-extended family 16	S. Type II-commercial 17	S. Type III-alliance 18	S. Type IV-dumping 19	HI sitter power AO 20	S's giver role freedom 21	S's giver role sat. 22	S. sat. mother-child 23	S. sat. mother-sitter 24	S. sat. sitter-child 25	S. global sat. 26
M. global sat.	1		.47	.61	.24	.76	.32	.11	-.10	-.06	.04	-.22	.22	-.27	.34	.22	.01	.26	.08	-.29	-.24	-.10	.08	.09	.06	.02	-.21
M. sat. sitter-child	2	.43		.70	.31	.60	.24	.21	-.02	.08	.48	.16	-.29	-.62	.26	.03	.04	.10	.17	-.16	-.02	-.07	.27	.17	.01	.13	-.12
M. sat. mother-sitter	3	.49	.61		.58	.76	.26	.26	.05	-.02	.36	-.10	-.13	-.55	.53	.10	.12	.09	.04	-.12	-.19	-.14	.42	.39	.18	-.05	-.09
M. sat. mother-child	4	.11	.45	.36		.25	-.07	.34	.14	-.16	.31	-.32	-.03	-.28	.48	.17	.19	-.12	.01	-.15	-.29	-.08	.21	.43	.28	.07	.11
M's user role sat.	5	.72	.51	.66	.28		.42	.18	-.19	-.02	.21	-.17	.08	-.40	.29	.02	-.08	.17	.18	-.22	-.16	-.07	.36	.00	.11	.00	-.14
M's user role freedom	6	.16	-.14	.13	.08	.26		-.03	-.17	.05	-.09	-.02	.01	-.12	.07	.01	.03	.05	.14	-.11	-.08	-.01	.22	.07	.29	.10	-.14
HI mother power AO	7	.08	.13	.08	.09	.16	.12		-.08		.14	.16	-.24	-.15	.30	.18	-.07	.19	-.12	-.22	.23	.24	.10	.19	-.13	-.07	.18
M's work role sat.	8	.28	.36	.54	.25	.45	-.02	.11		.40	.45	-.12	-.03	-.28	.33	.01	.17	-.27	.03	.21	-.12	-.03	.01	.03	.00	.15	.16
M's work role freedom	9*	-.06	-.21	-.02	-.05	-.01	.13				.13	.40	-.10	-.12													
M. Type I-extended family	10	.22	.29	.30	.25	.27	.04	.03	.23	.40		-.13	-.26	-.64	.39	.09	.25	-.24	.30	.19	-.07	-.10	.17	.19	.04	.06	.07
M. Type II-commercial	11	.01	.04	.02	-.05	.13	.19	.05	.05	-.27	-.41		-.35	-.13	-.33	-.27	-.23	.30	-.05	.15	.24	.26	-.02	-.01	-.26	-.24	-.07
M. Type III-alliance	12	.04	.15	.07	.17	.04	-.20	-.05	-.07	.02	.25	-.30		.40	.07	-.11	.11	-.18	.03	.01	-.05	-.10	-.24	-.10	.15	.23	-.07
M. Type IV-dumping	13	-.35	-.54	-.63	-.52	-.50	-.18	-.10	-.27	.08	-.27	-.15	-.10		-.30	-.27	-.36	.12	-.10	.38	.04	-.02	-.33	-.39	-.07	-.09	.01
M. Typology dimension 1	14	.08	.24	.33	.31	.24	.07	.07	.16		.37	-.43	.27	-.34		.30	.26	-.15	.06	-.28	-.09	-.06	-.01	.36	.19	.07	.03
S. Typology dimension 1	15	.13	-.04	.09	.17	.02	-.08	.05	-.14		.22	-.11	.05	-.10	-.01		.51	-.24	-.13	-.67	-.13	-.03	.02	.31	.15	.12	.13
S. Type I-extended family	16	.24	.12	.20	.18	.22	.14	.03	.04		.32	-.11	.18	-.19	.31	.34		-.50	.03	-.51	-.16	-.32	.15	.54	.28	.14	.25
S. Type II-commercial	17	-.11	.04	-.06	-.06	-.15	-.18	.13	-.04		-.15	.27	.04	-.09	-.25	.11	-.39		-.38	.12	.08	.04	-.05	-.24	-.42	-.34	-.27
S. Type III-alliance	18	-.16	-.20	-.19	-.25	-.04	-.12	-.11	.04		.03	-.29	.12	.31	.18	-.11	.19	-.47		-.04	-.20	.04	-.13	-.18	.07	-.03	.03
S. Type IV-dumping	19	-.18	-.07	-.07	-.04	-.08	.03	-.16	.14		-.13	.04	-.10	.15	.03	-.61	-.28	-.25	.17		-.07	.08	.01	-.31	-.22	.04	-.25
HI sitter power AO	20	.12	.22	.12	.00	.12	-.03	.20	.21		-.10	.22	-.00	-.17	-.14	-.07	-.16	.10	-.01	.00		.25	-.11	-.08	-.16	-.22	.01
S's giver role freedom	21	.30	.22	.12	.08	.22	.10	-.01	.05		.24	-.16	-.18	-.05	-.06	.27	.02	.03	-.13	-.21	.27		.01	-.10	.01	.19	-.15
S's giver role sat.	22	.30	-.01	.06	-.05	.22	.01	.07	.07		.16	-.17	.13	-.01	.00	.31	.14	.16	.06	-.47	-.05	.22		.35	.24	.25	.27
S. sat. mother-child	23	.34	.05	.13	-.05	.25	.04	.06	-.03		.04	.07	.12	-.14	-.15	.30	.23	.20	-.04	-.50	-.06	.13	.48		.60	.21	.25
S. sat. mother-sitter	24	.13	-.01	.03	-.01	.10	-.04	.11	-.05		.02	-.13	.12	-.07	-.07	.12	.15	.01	.05	-.35	.20	.24	.55	.56		.36	.19
S. sat. sitter-child	25	.42	.13	.19	.11	.29	.00	.04	-.04		.07	.01	.08	-.17	.06	.23	.28	-.08	.01	-.21	-.15	-.15	.47	.49	.40		.07
S. global sat.	26	.39	.20	.28	-.03	.46	.16	.17	.09		.07	.12	.14	-.10	-.11	-.01	.26	-.06	.03	-.10	.04	-.04	.30	.54	.48	.50	

FRIENDS

STRANGERS

*Some correlations not available for Mother Interviewer's rating of work role freedom.

Table D-2 Means and Standard Deviations of Mother Interviewer Ratings for Friends, Strangers and Total Sample

		Friends	Strangers	Total
Work role freedom	$\bar{X}$	- .56	- .26	- .41
	s.d.	2.64	2.52	2.56
Work role satisfaction	$\bar{X}$	1.33	1.52	1.45
	s.d.	1.64	1.65	1.64
User role freedom	$\bar{X}$	1.08	.92	.98
	s.d.	2.16	2.15	2.14
User role satisfaction	$\bar{X}$	1.97	2.05	2.02
	s.d.	1.81	1.45	1.59
Adaptive Orientation (3 point)	$\bar{X}$	1.90	2.00	1.85
	s.d.	.79	.78	.78
Sitter-mother	$\bar{X}$	2.10	2.18	2.15
	s.d.	1.50	1.42	1.45
Mother-child	$\bar{X}$	2.23	2.12	2.16
	s.d.	1.16	1.11	1.12
Sitter-child	$\bar{X}$	2.38	2.58	2.51
	s.d.	1.29	1.07	1.16

Table D-3

Means and Standard Deviations of Sitter Interviewer Ratings for Friends, Strangers and Total Sample

		Friends	Strangers	Total
Giver role freedom	$\bar{X}$	2.31	1.38	1.73
	s.d.	1.13	1.88	1.70
Giver role satisfaction	$\bar{X}$	1.79	1.98	1.91
	s.d.	1.28	1.15	1.20
Adaptive Orientation (4 point)	$\bar{X}$	2.95	2.95	2.95
	s.d.	1.00	1.26	1.16
Sitter-mother	$\bar{X}$	1.67	1.58	1.62
	s.d.	1.56	1.38	1.44
Mother-child	$\bar{X}$	1.28	1.28	1.28
	s.d.	1.56	1.62	1.59
Sitter-child	$\bar{X}$	2.00	2.11	2.07
	s.d.	.97	1.08	1.04

Table D-4

Results of Canonical Correlation of Five Role Ratings with Three This Arrangement Ratings for 39 Mother Friends

Mother Interviewer Role Attitude Rating Weights			Mother Interviewer This Arrangement Satisfaction Rating Weights		
Work Role Freedom	-.05				
Work Role Satisfaction	+.24		Rating:	Sitter-child	+.07
User Role Freedom	+.01	R_c=.82	Rating:	Mother-child	-.24
User Role Satisfaction	+1.00		Rating:	Mother-sitter	+1.06
Hi Mother Power AO	+.10				

Results of Canonical Correlation of Three Role Ratings with Three This Arrangement Ratings for 39 Sitter Friends

Sitter Interviewer Role Attitude Rating Weights			Sitter Interviewer This Arrangement Satisfaction Rating Weights		
Giver Role Freedom	+.37		Rating:	Sitter-child	+.75
Giver Role Satisfaction	+.78	R_c=.43	Rating:	Mother-child	+.41
Hi Sitter Power AO	-.50		Rating:	Sitter-mother	+.13

Table D-5

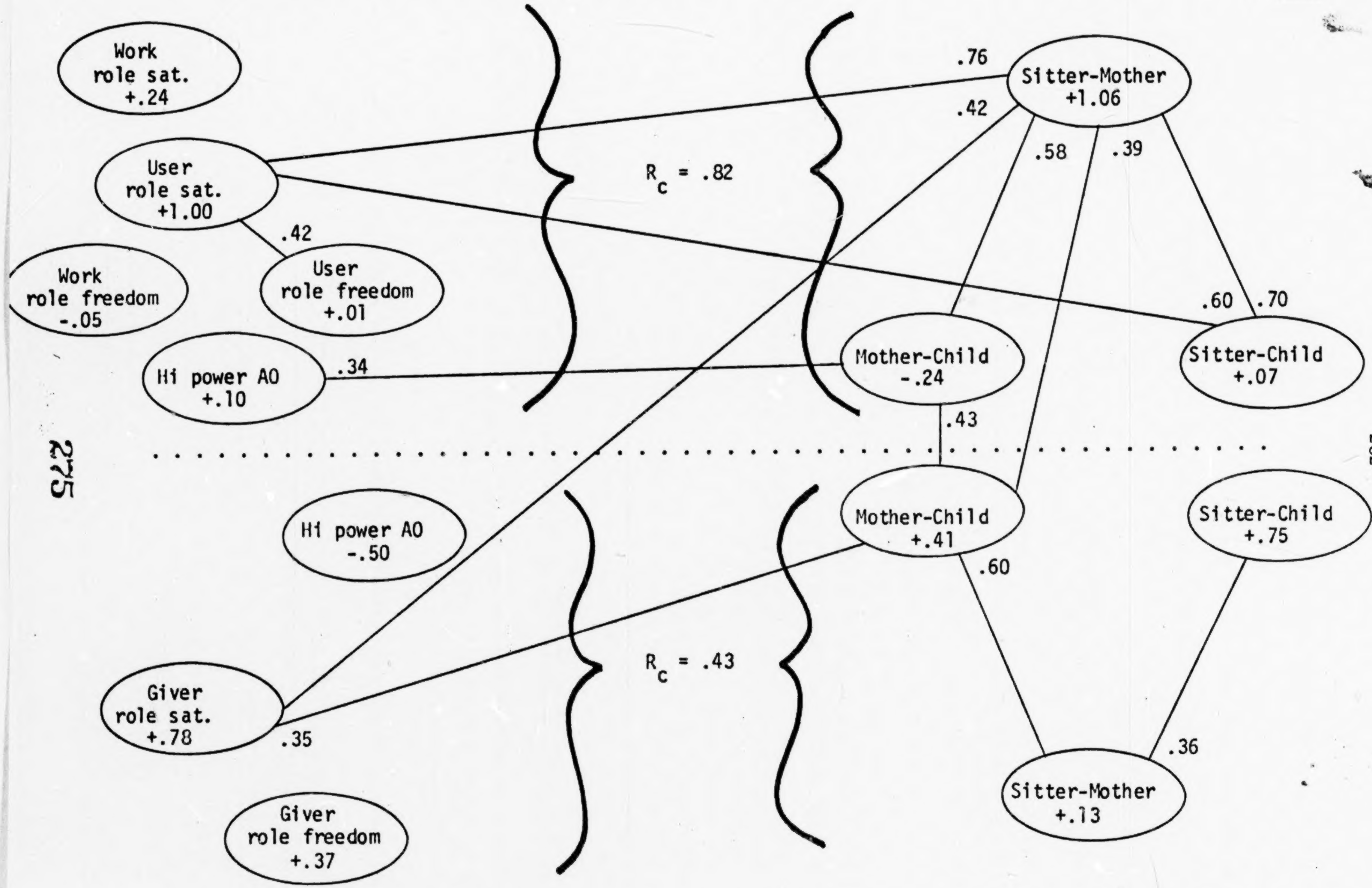
Results of Canonical Correlation of Five Role Ratings with Three This Arrangement Ratings for 65 Mother Strangers

Mother Interviewer Role Attitude Rating Weights			Mother Interviewer This Arrangement Satisfaction Rating Weights	
Work Role Freedom	-.11	$R_c=.73$	Rating: Sitter-child	+.31
Work Role Satisfaction	+.39		Rating: Mother-child	.00
User Role Freedom	-.09		Rating: Mother-sitter	-.78
User Role Satisfaction	+.78			
Hi Mother Power Ao	+.10			

Results of Canonical Correlation of Three Role Ratings with Three This Arrangement Ratings for 65 Sitter Strangers

Sitter Interviewer Role Attitudes Rating Weights			Sitter Interviewer This Arrangement Satisfaction Rating Weights	
Giver Role Freedom	-.06	$R_c=.63$	Rating: Sitter-child	+.37
Giver Role Satisfaction	+1.01		Rating: Mother-child	+.20
Hi Sitter Power AO	+.17		Rating: Sitter-mother	+.64

Table D-6 Interviewer Ratings for Friends: Correlations, Canonical Weights (in Ellipses), and R_c's


Work role sat. +.24
User role sat. +1.00
.42
Work role freedom -.05
User role freedom +.01
Hi power AO +.10
.34
R_c = .82
.76
.42
Sitter-Mother +1.06
.58
.39
.60
.70
Mother-Child -.24
Sitter-Child +.07
.43
Hi power AO -.50
Mother-Child +.41
Sitter-Child +.75
.60
R_c = .43
Giver role sat. +.78
.35
.36
Sitter-Mother +.13
Giver role freedom +.37

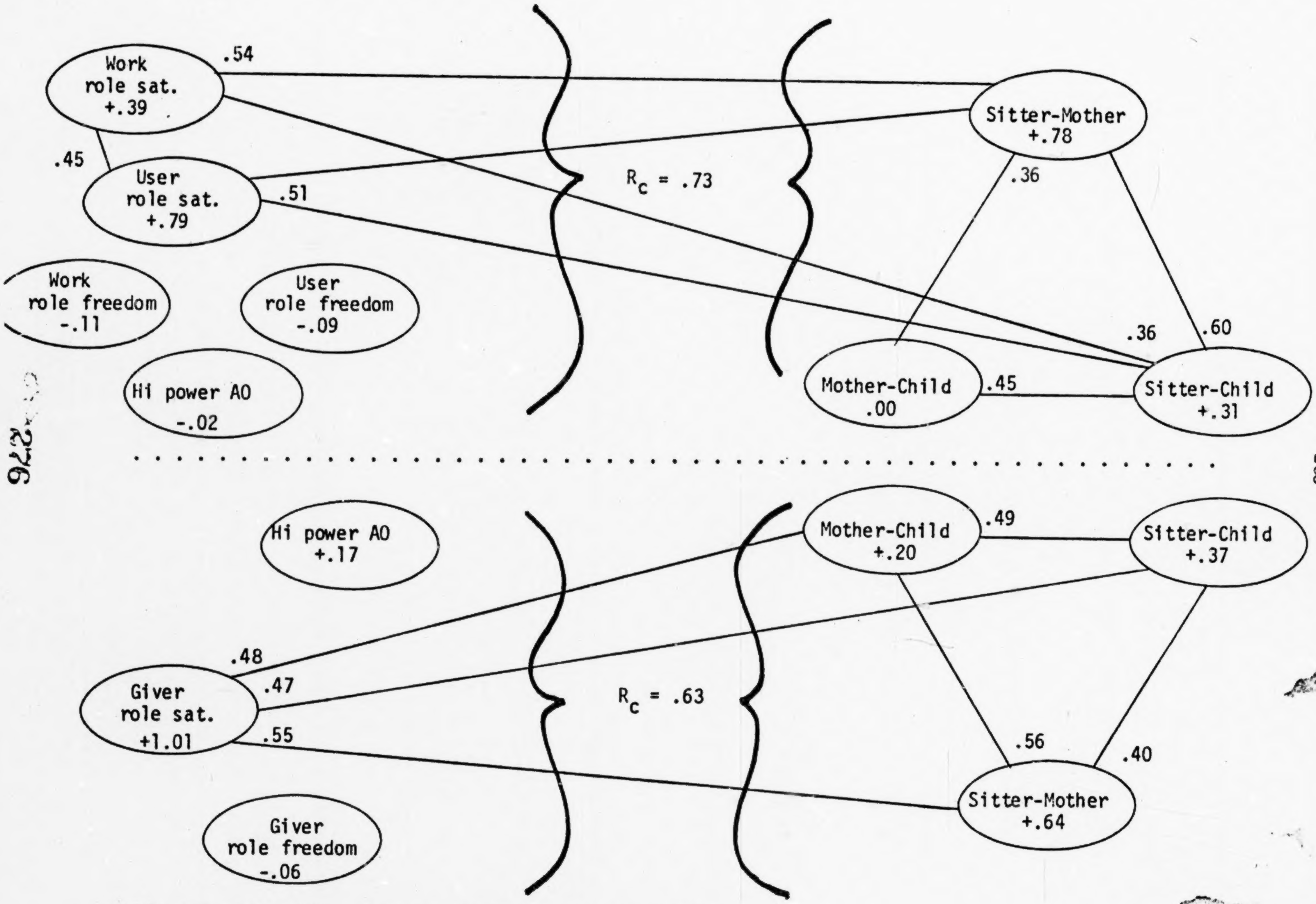

Work role sat. +.39
User role sat. +.79
Work role freedom -.11
User role freedom -.09
Hi power AO -.02
.54
.45
.51
R_c = .73
Sitter-Mother +.78
.36
.36
.60
Mother-Child .00
.45
Sitter-Child +.31
Hi power AO +.17
Giver role sat. +1.01
Giver role freedom -.06
.48
.47
.55
R_c = .63
Mother-Child +.20
.49
Sitter-Child +.37
.56
.40
Sitter-Mother +.64

Table D-7 Interviewer Ratings for Strangers: Correlations, Canonical Weights (in Ellipses), and R_c's

Comments About the Ratings

The interviewers' rating task was not an easy one. They were asked not to inject their own evaluations of what they saw and heard, but to report the respondent's evaluations of various aspects of her work and day care roles because the ratings were to be used as validity measures for the scales. It was impressed upon the interviewers that how the respondent saw her situation, not how the interviewer saw it, was what was wanted.

For example, in rating work role freedom, economic need to work was an important component of the rating; but of two women in the same low income bracket, if one remarked that she could go on welfare if she lost her job and the other saw no alternative to finding some work immediately, the second would receive a lower rating. A mother in comfortable circumstances who said she would "go nuts" if she had to stay home would be rated down somewhat on work role freedom even though she expressed no pressing economic need.

One criterion of how well the interviewers were able to observe and rate attitudes is to compare the ratings with results from self-response scales. It should be pointed out, however, that the interviewers did not know that the sample would be divided according to whether mother and sitter knew each other when the arrangement began. This division was not considered until after data collection was completed. The interviewers were aware (see Appendix E, Typology) that there was a major theoretical interest in the degree of family closeness, "extended family" attitudes, and how much the child's home and day care situation were part of one familiar world. They did not know that prior acquaintance of user and giver would be the variable upon which the total sample would be partitioned. Yet to a great extent their ratings for the divided sample did validate the findings based upon scale scores, both for general attitudes and this arrangement satisfactions.

As can be seen in Tables D-2 and D-3, the means and standard deviations for the ratings show similar levels of satisfaction and role freedom as did the scales relating to the same domains. The correlations among ratings (Tables D-6 and D-7) also produce patterns comparable to those among scales.

For strangers - mother's satisfactions within this arrangement are part of a pattern of satisfaction with her roles of working mother and user of family day care. For the canonical correlation, two dyadic arrangement relationship satisfactions (mother-sitter and sitter-child) carry all the weight for this arrangement ratings, while worker and user role satisfaction are the predominant role satisfaction ratings. Satisfaction with the mother-child relationship, which for mothers may not be related to this arrangement, carries no weight in the equation.

For strangers - sitters, all three dyadic relationships are intrinsic to the arrangement, and all contribute to the canonical correlation with mother-sitter relationship weighted most heavily. Sitter's giver role satisfaction has the highest loading for role attitude variables. Although role freedom variables do not contribute to the equation for either party, sitter's "High Sitter Power, Adaptive Orientation", that is, her feeling of control over and responsibility for the arrangement, does contribute somewhat to the linear relationship between these two sets of ratings. As might be expected, although general role attitudes are related to this arrangement satisfactions, the canonical correlation is not high, and is lower for sitter-strangers, most of whom had more than one arrangement, than for mothers who make only one arrangement at a time.

For friends-mothers, many of whom would consider only friends or acquaintances as potential sitters, user role freedom is related to user role satisfaction. If one is dependent upon knowing in advance people who are available to sit, then the lack of an alternative to this arrangement may in itself be a source of dissatisfaction with use of family day care.

In the canonical correlation (for friends-mothers) the user role satisfaction rating has the highest loading among the general attitude variables. On the other side of the equation the interviewer's rating of mother's satisfaction with the mother-sitter relationship again carries the largest weight. For friends-mothers R_c is greater than for any other group. Among this arrangement attitudes it is the rating of mother's satisfaction with the mother-sitter relationship which is primarily responsible for the correlation; the rating of satisfaction with the sitter-child relationship has no loading and satisfaction with mother-child relationship has a negative weight as a predictor of general role attitudes.

For sitter-friends the absence of a relationship between satisfaction with the sitter-child relationship and satisfaction with the mother-child relationship is of interest particularly because sitter-child satisfaction is most important to role-attitude ratings in the canonical relationship. Here, sitter power has a moderately large negative weight in the equation, indicating that sitter-friends who prefer to have mothers make decisions about the arrangement are happier with the relationships in the arrangement. Most consistent with scale findings is that less is explainable about sitter-friends attitudes from the ratings available than for any of the other three groups.

In Appendix E, correspondence between ratings and self-report scale methods is again discussed in relationship to the interviewer typology judgments and the respondent's own global satisfaction rating for the arrangement.

APPENDIX E

TYPOLOGY DEVELOPMENT

(1) "Development of a Typology of Private Family Day Care Arrangements," extracted from Field Study: Progress Report No. 1 (November 1, 1967), includes instructions to interviewers and original conceptualization of the typology.

(2) Correlographs of interviewer ratings and typology judgments for friends and strangers showing only those correlations $\geq .40$; $p<.01$ for both groups. The complete matrix of rating and typology correlations is shown in Appendix D.

(3) Notes regarding the typology and other interviewer ratings.

NOTE: The next 16 pages present the original typology as described verbatim in Progress Report No. 1, November, 1967.

DEVELOPMENT OF A TYPOLOGY OF PRIVATE FAMILY DAY CARE ARRANGEMENTS

Initially, the typology was an attempt to capture conceptually some clinical impressions and some empirical discriminations made by the project social workers out of their experience in providing consultation to the Day Care Neighbors concerning the relationships between the users and givers of family day care. The typology recognized the existence of intuitively meaningful and salient differences observed among family day care arrangements. It was recognized that private family day care arrangements, though made between nonrelatives (by definition, in this study), sometimes were like an extended family in character, while other relationships were very limited and businesslike, some neurotically intense in their relationships, and some were a "dumping" of the child with few questions asked. It was recognized also that in some of these arrangements, the content of communication was child-oriented, while in others communication almost exclusively was about adults themselves.

These impressions led to a simple four-fold typology based on an expressive-instrumental dimension and a normal-deviant dimension depending on whether or not the adult relationship was child-oriented. The four types were seen as falling on a continuum in the quality of the child care experience offered the child.

An "ideal type" phase of typology construction came next, in which intuitively coherent descriptions of four types were developed. These descriptions reflected an attempt to characterize the personality fit between mothers and sitters, and at the same time to account for the differences in arrangements at the level of social structure created by the social interaction between mother and sitter. As characteristics were added, the typology became a hypothesis about what characteristics were associated. A narrative description was the result, which was presented to the interviewers as follows:

TYPOLOGY OF PRIVATE FAMILY DAY CARE ARRANGEMENTS

Introduction:

You are being asked to make a complex judgment about the social relationships among the mother, sitter and child based on all of the observations you have made during your contacts with the respondent:

The following types of family day care arrangements describe:

(1) The relationship between the mother and the sitter; and
(2) The child care situation created for the child by the mother-sitter relationship.

Description of Types

Type I -- Partnership for Supplemental Child Care in an Extended Family-like World

The child care arrangement takes place within the context of friendship between other members of the two families, in addition to the association between the two women. There are visits and varied social occasions that extend beyond the minimum contracts required for the child care arrangement. A basis for implicit, tacit understandings may have arisen out of prior relationships antedating the arrangement or as a development out of the day care experience. Shared beliefs and family-like commitments underlie and sustain the agreement. Exchange of money for the babysitting service may be important, but is less salient than the exchange of favors and the generally expressive character of the relationships among mother, sitter and child. There is a sense of sharing of child care responsibilities and an interdependence in the relationship between the two women. The partnership includes the child. The content of communication between mother and sitter is child oriented to a reasonable degree. The child is expected to be himself. His needs are recognized and satisfied. The origin and continuance of the arrangement are based on adult recognition of the child's friendship with the sitter or her children. In his child care arrangement the child does not enter a separate world so much as he experiences an extension of his own family world.

Type II -- Commercial Arrangement for Substitute Child Care

The social relationship between mother and sitter is instrumental to and limited to the purpose of the relationship, which is to make and maintain a child care arrangement. The families do not expect to know each other intimately or to have a social life in common beyond what is necessary to sustain the arrangement. Mother and sitter may be friendly and happy with each other, but the adult relationship is businesslike, perhaps even quite commercial with a "cash and carry" quality. Shared belief or personal commitments are not as necessary for maintenance of the arrangement as is a balance in exchange of economic benefits. The mother and sitter may be strangers or casual acquaintances when the arrangement starts, and they are apt to maintain a measure of social distance. They are not meeting expressive needs within the adult relationship for the most part, but the sitter may well be giving care out of needs to mother children. The relationship between mother and sitter and the content of their communication are indeed oriented toward child care, but there is emphasis on the child's adjustment to the instrumental requirements of the arrangement. The child is expected to behave himself. The child spends his day in a separate family world, which, however, is linked to his own family by the planful communication between mother and sitter.

Type III -- Personal Alliance between Mother and Sitter in which Child Care Is Incidental

There is an intense personal relationship between mother and sitter characterized by emotional dependence, frequent socializing, and an alliance in which meeting their own expressive needs takes precedence over the expressive needs of the children. Any other family contact is peripheral. Personal attraction and mutual satisfaction of adult needs are the most important bases on which the maintenance of the arrangement rests. Child care appears incidental to the inappropriately intense needs of the relationship, which may however be focused on the child as well. The sitter may be rescuing a child from neglect, but if so, does it within the context of a close alliance with the mother. The content of their communication is not oriented toward nor inclusive of the child, but emphasizes more the interests and needs of the two women. The child competes in a world inflexibly organized, perhaps like his home, around the adults' needs rather than his own. The child is expected to satisfy himself. The child does not live in a markedly separate day care world, but it tends to be emotionally impoverished or malfunctioning.

Type IV -- Marginal or Dumping Arrangement

Most obvious is the casual way in which these arrangements are made by persons driven by economic need, life crises, or personality disorganization. The lack of organized arrangement behavior of these mothers and sitters, creates a tenuous status for the child in a poorly defined, marginal arrangement. The content of communication ignores the purposes and plans for the arrangement, and the maintenance of the arrangement is left to fantasy rather than based on planful behavior. The parties possess little knowledge about each other or of what to expect from each other. There is a "dumping" quality about these arrangements and the status of the child in his relationships to the adults may be in doubt. These casual arrangements may be of short duration or his day care situation may have greater stability than his family situation, but in either case a presumptive question of neglect exists. Adult capacities for relationships are overtaxed, and the child is seen as an emotional drain. The child is expected to look out for himself. Not only does the child live in a separate day care world, but his day care role is poorly defined, and the world is not designed to satisfy his needs.

The strategy for assessment and development of the typology was to try it out, asking interviewers to use it in making judgments about the arrangements of the pretest sample. Three kinds of typology judgments were made by the interviewers, during the early period of the pretest:

(1) Paired comparisons

(2) Rankings

(3) Ratings

Instructions

Comparing two types at a time, which better describes the mother-sitter relationship and the resulting child-care situation?

(Circle one of each pair)

I - II

I - III

I - IV

II - III

II - IV

III - IV

Now, comparing all four types at the same time,

which one type provides the best description? ____
which one provides the second best description? ____
which one provides the third best description? ____
which one provides the poorest description? ____

Now, considering each type separately and independently of the others, indicate how adequately it describes the arrangement.

(Check one for each type)

The arrangement is
(a) not at all like Type I. ____
(b) somewhat like Type I. ____
(c) more like Type I than not. ____
(d) almost exactly like Type I. ____

The arrangement is
(a) not at all like Type II. ____
(b) somewhat like Type II. ____
(c) more like Type II than not. ____
(d) almost exactly like Type II. ____

The arrangements is
(a) not at all like Type III. ____
(b) somewhat like Type III. ____
(c) more like Type III than not. ____
(d) almost exactly like Type III. ____

The arrangement is
(a) not at all like Type IV. ____
(b) somewhat like Type IV. ____
(c) more like Type IV than not. ____
(d) almost exactly like Type IV. ____

Please record any observations or impressions that support your decision or that make it difficult to decide.

Early experience with the typology during the pretest demonstrated the need for separate classifications on the basis of distinct aspects of the typology. Eight dimensions were abstracted for separate categorizing. The intent behind this strategy was to begin to move away from an "ideal type" to a more clearly defined and empirically based typology. It was expected that differential classification of the dimensions would suggest possible relationships between basic dimensions of the typology and other variables theoretically expected to be found in association with the four types.

Interviewers were given the following written instructions in which the reasons for making discriminations among the dimensions were explained.

INSTRUCTIONS FOR INTERVIEWERS

> Attached is an expanded version of the typology. After conducting your interview, please indicate for each of the eight dimensions listed in the left hand column which of the type descriptions (I, II, III, IV) is most like this particular arrangement. In order to convey your choice, circle the Roman numeral for the type description that you consider the most appropriate.
>
> When this is done an arrangement can be described fairly accurately. The circles could fall in a vertical line, or appear scattered throughout the table in almost any order or pattern.
>
> In constructing this typology we have identified characteristics that we think go together. These are hypotheses about what go together and may not fit in many cases, so do not try to be consistent in giving the same typing to each dimension. This procedure will permit us to learn what characteristics do go together to constitute types of family day care arrangements. It will also tell us which characteristics are given most weight by you in your global judgment of the type in which a case belongs.

Circle the category selected:

1.	I	II	III	IV
2.	I	II	III	IV
3.	I	II	III	IV
4.	I	II	III	IV
5.	I	II	III	IV
6.	I	II	III	IV
7.	I	II	III	IV
8.	I	II	III	IV

The data for making the typology judgments were collected in two parallel ways: In an interview with the mother by one interviewer and in an interview with the sitter by a different interviewer. These two independent data sources are supposed to yield a moderately high degree of agreement in typology judgments, insofar as it is possible for interviewers to elicit the relevant material in an interview and to evaluate that interview material with enough objectivity to arrive at a judgment about social behavior.

Even if all of the typology categories are reliably used, and equally so, it is expected that the type descriptions will be apt only insofar as all arrangements do indeed belong to any of the four types. The typology, after all, is a prediction, or hypothesis, at this point in the strategy of the project, that these four types are the ones that will be found, empirically, out of all the logically possible types. Conceptually, the typology will become a substruction of a larger property space, as the important dimensions and differentiations become identified.

This statement of the typology at its present stage of development should not be taken as a report of findings, but as an explicit statement of a working hypothesis or set of hypotheses by which the research is guided. The research is designed to test these hypotheses in a number of ways, to explore them by different methods, and to develop a more adequately stated and precisely testable set of hypotheses. An attempt to encompass so complex a set of variables will require subjecting the typology to test by factor analytic procedures. This will be done in the pretest analysis, which will be a beginning.

The typology has served an integrative function in the investigation, however, providing conceptual control and a focus for description and analysis. The description of salient types of arrangements was satisfying initially, but the typology will continue to require refinement and further description. Description will follow the hypotheses and the leads suggested by the narrative description of the typology and the dimensions elaborated above. Case study methods of description and analysis will be used in order to provide some holistic understanding of different types of arrangements and the mechanisms used in their formation, maintenance, and termination.

The typology also provides a theoretical focus for generating hypotheses about the basis on which selection is made, about the sources of instability within arrangements, and about the developmental routes that arrangements will take either in the direction of accommodation or in the direction of termination. The typology is not a typology of the mother's orientation or of the sitter's orientation or even of the combination of their separate orientations. The typology is a typology of social interaction between mother and sitter vis-a-vis the child. Presumably each mother-sitter pair could bring to the arrangement one of 16 pairs of orientations, based on the predisposition to make an arrangement of a certain type, I, II, III, or IV, that each brings to an arrangement.

If the outcome of the selection process is a type of arrangement of Type I, II, III or IV, and if the outcomes are along the diagonal of perfect fit between the orientation of the mother and the orientation of the sitter, then we would predict a more or less stable arrangement of those types. If, combinations of orientations, then an instability is predicted for whichever type developed -- an instability that will lead to accommodation or discontinuity. Some combinations are likely to be incompatible, e.g., Om-1, Os-IV--perhaps so incompatible as not to result in an arrangement at all. On the other hand, some combinations are likely to develop favorably, for example, O-II mothers making Type II arrangements with an O-I sitter might remain O-II in orientation and maintain a Type II relationship with the sitter or might develop a Type I relationship over time.

One of the interesting uses of the typology arises from the fact that it does not take account adequately of differences within each type concerning the nature of the sitter's relationship to the child. By taking into account how expressive or instrumental that relationship is, it is possible to identify sub-types of family day care arrangements that seem worthy of description, and to throw light on how the motivations of sitters are handled in the social relationship with the mother. Sitters in Type II arrangements, for example, may be completely commercial about the child as well as with the working mother -- instrumental in orientation and behavior toward both. Other sitters in Type II arrangements, however, are primarily in the business because of a great need to care for children and some appear to see themselves as giving better care than the mothers could. It is the highly instrumental relationship with the mother that makes this "silent trade" a functional and viable Type II arrangement.

CLASSIFICATION ON TYPOLOGY DIMENSION #1

Scope of Family Interaction

How extensive or limited is the social life that the two families have in common? Evidence is based on frequency of contact, knowledge of other, social distance or intimacy, kinds of benefits exchanged, content of communication.

I Social life extended to other roles in addition to day care user-giver role and to other family members in addition to mother and sitter.	II Social life limited to user-giver role though not necessarily to mother and sitter.
III Social life limited to mother and sitter but not to user-giver role.	IV Social life minimal in any role and minimal for all family members.

CLASSIFICATION ON TYPOLOGY DIMENSION #2

Content of Mother-Sitter Communication

What is the communication between mother and sitter mostly about?

I Communication is about life, including child.	II Communication is about child and about child care role.
III Communication is about themselves.	IV Communication is about pressing events, and survival needs.

CLASSIFICATION OF TYPOLOGY DIMENSION #3

Aim of the Mother-Sitter Relationship

What is the dominant aim of the relationship between mother and sitter? Evidence is based on the same content and pattern of communication classified on Dimensions #1 and #2.

I Aim of mother-sitter relationship is to meet the child's needs in a child-oriented expressive relationship. (Gemeinschaft)	II Aim of mother-sitter relationship is to provide substitute child care in a child-oriented instrumental relationship. (Gesellschaft)
III Aim of mother-sitter relationship is to meet adult expressive needs to which child's needs are incidental.	IV Aim of mother-sitter relationship is to meet adult needs for survival in a marginal relationship to which child's needs are incidental.

CLASSIFICATION ON TYPOLOGY DIMENSION #4

Social Exchange Basis of Mother-Sitter Relationship

What is the principal system of social exchange between mother and sitter on which selection, maintenance and termination processes are based?

I Mutual exchange of favors, social visits, and sharing of beliefs. Sitter-child attachment given importance in mutual personal commitments between families. Origin and continuance apt to be based on recognition of child's friendship with sitter or sitter's children.	II Balanced reciprocity of diverse benefits: money and/or gratification of sitter's expressive needs exchanged for provision of child care service. Balance of instrumental benefits crucial. Sitter-child attachment and personal commitments secondary to instrumental value of arrangement. Mother and sitter substitutable.
III Mutually rewarding or one-sided attraction with high frequency of mother-sitter contact and intensity of relationship. Sitter-child attachment secondary to sitter-mother attachment.	IV Precarious balance between uncertain economic or expressive benefits. Expected reciprocities unclear, with exploitive relationships likely. Sitter-child attachment possible, but personal commitments not recognized as viable.

CLASSIFICATION ON TYPOLOGY DIMENSION #5

Power Adaption in Mother-Sitter Relationship

What are the power relations between mother and sitter? How interdependent and how mutually active are mother and sitter in the maintenance of their role relationships?

I Interdependent relationship based on status equality or deference to kinship-like status differences. Mutual active responsibility for maintenance of arrangement.	II Interdependent relationship based on evaluation of market advantage/disadvantage in the family day care user-giver roles. Mutually co-operative and active responsibility for maintenance of arrangement.
III Personal dependence based on age, other status differences, or neurotic needs. One-sided or mutual initiative in maintenance of relationship between adults.	IV Mutually powerless orientation and dependent relationship based on extreme economic necessity and child care urgency or personality disorganization.

CLASSIFICATION ON TYPOLOGY DIMENSION #6

Capacity for Interpersonal Relationships

Reflecting personality development, what is this mother's (or sitter's) capacity for interpersonal relationships? What level of relationship does she generally achieve in her relationships with others?

I Full capacity for interdependence and sharing in an expressive partnership.	II Adequate capacity for positive relationships in task-oriented relationships; expressive capacity limited by calculation of benefits and duration of task.
III Limited capacity for interdependent relationships; makes inflexible dependent alliances to meet neurotic needs.	IV Extreme selfish preoccupation with own needs; capacity for expressive relationships or planful behavior easily overtaxed.

CLASSIFICATION ON TYPOLOGY DIMENSION #7

Expected Adaptive Behavior of Child

In the child care arrangement, the child is expected to . . .

I be himself; become attached to the sitter.	II behave himself; be friendly to sitters but not too attached since sitters are substitutable.
III satisfy himself; accommodate needs of sitter.	IV look out for himself; not be a drain; adapt to unpredictable discontinuous situations.

CLASSIFICATION ON TYPOLOGY DIMENSION #8

Separation and Deprivation Experience of Child in the Day Care Arrangement

What is the day care world of this child like? How socially integrated and how nurturant is the world that he experiences?

I One world in an "extended family"; both expressive and instrumental needs are met.	II Separate worlds linked by adult planfulness; child's instrumental needs are met and child's expressive needs may or may not be met in the arrangement.
III Pseudo one world, peripheral to adult world; child's expressive and instrumental needs may or may not be met in the arrangement; child's needs are partially unmet.	IV Separate worlds adrift: child's expressive and instrumental needs not provided for, although child's expressive needs may be partially met in the arrangement.

Some Notes Regarding Use and Development of the Typology

The preceding section was taken directly from Field Study: Progress Report No. 1 (November 1, 1967). Interviewer instructions were the ones used in making typology ratings during data collection of the pretest.

Interviewer training and discussion sessions were held frequently throughout this period, and the interviewers provided staff with a great deal of information about their experience in applying the ideal typology to the typing of real arrangements. The eight dimensions for separate aspects of the typology were the result of the earliest feedback concerning arrangements which were "multi-type" in important ways that the interviewers wanted to be able to distinguish. (Only typology dimension #1, "Scope of Family Interaction", was retained for this report to be used as the validating family closeness variable within the rating method.)

A recurring complaint of the interviewers was that some arrangements seemed to be one type for the mother and another for the sitter. Perhaps the most frequent combination mentioned by the interviewers was that where one party was extremely child-oriented and the other somewhat indifferent to the needs of the child; e.g., a sitter who gave excellent care and a mother who was habitually late or who consistently forgot to bring diapers and formula for an infant.

Perhaps most distressing to the interviewers was that typology descriptions left them no alternative to judging as Type II-commercial some arrangements they felt were child-oriented for both mother and sitter and which provided excellent environments for the child. Despite instructions that the typology, although containing evaluative implications, was descriptive in content, interviewers seemed to feel that they were making judgments about the quality of care, and, somewhat defensively protective of the reputations of these arrangements, referred to them as "High Type II's".

When interviewer instructions were revised for the panel study, separate typing was allowed of the arrangement for mothers and sitters; and Type II was divided into the child-oriented vs. the more commercial types of business-like arrangements.

Relationships Between Typology Judgments and Other Ratings. Tables E-1 and E-2 show the correlations ≥ .408 for friends and strangers for all interviewer ratings, typology judgments and respondent's own rating of her satisfaction with this arrangement. The heavy lines are correlations among the ratings most central to the arrangement. For mothers, user role satisfaction is included, but satisfaction with the mother-child relationship is not. For sitters, giver role satisfaction is omitted from the cluster but sitter's satisfaction with the mother-child relationship is included.

No typology judgments are related to any of the respondents' global satisfaction ratings. The interviewers apparently were not influenced in typing the arrangement by how satisfied the respondent said she was with it. However, for both mother groups and for sitter-strangers a judgment that the arrangement is not like a Type IV--dumping arrangement--is related to the interviewers' own ratings of the respondents' satisfaction. If the interviewer saw the respondent as satisfied, she did not feel it was a dumping arrangement.

For both mother groups and for sitter-strangers, global satisfaction is related to the interviewers' ratings of satisfaction with the dyadic relationships in the arrangement and with user role satisfaction.

In these relationships the ratings correspond to the scales. Mother-friends, mother-strangers, and sitter-strangers behave as predicted but sitter-friends do not. For them, a Type IV judgment by the interviewer was not related to interviewer satisfaction ratings, and the respondents' global satisfaction ratings correlated with nothing else in the set. In short, converging evidence from self-report scales and from interviewer ratings is that we don't know what makes a sitter for a friend happy.

An empirical testing of the typology has been undertaken by LaForge, using multiple discriminant analysis and nonlinear clustering based on distance scores. The results will be reported in a separate monograph.

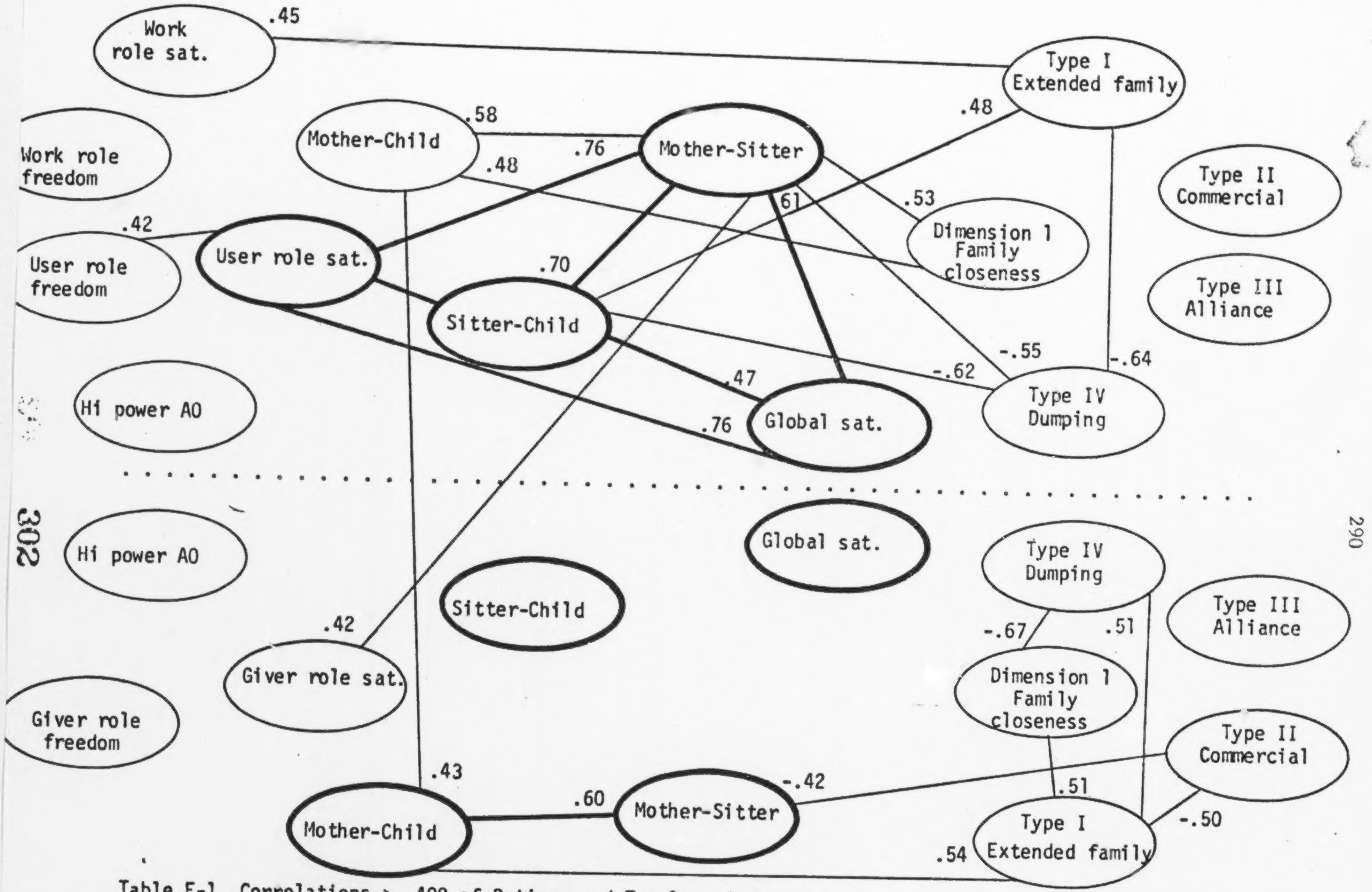
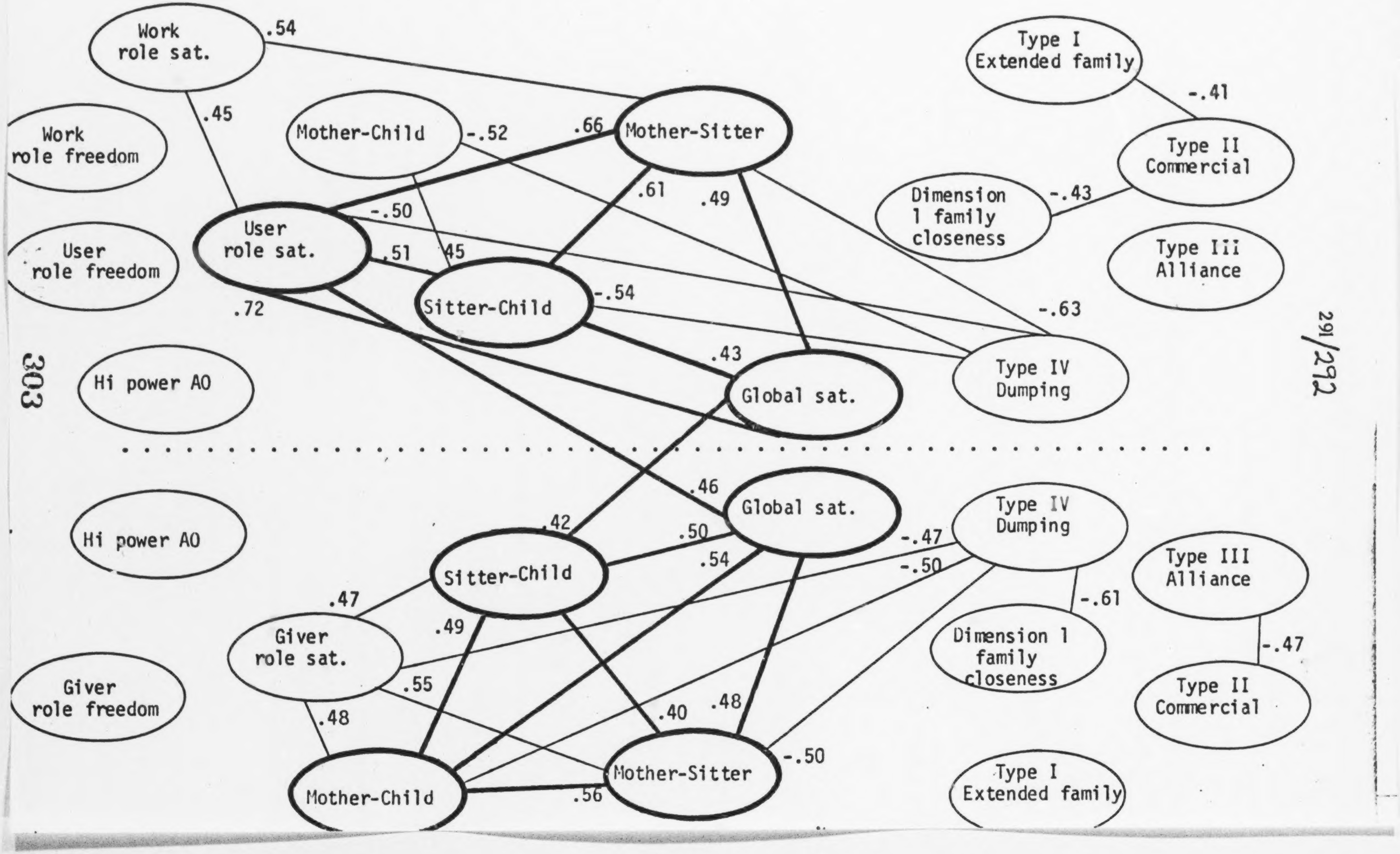

Work role sat.
.45
Type I Extended family
Work role freedom
Mother-Child
.58
.76
Mother-Sitter
.48
.48
Type II Commercial
.42
User role freedom
User role sat.
61
.53
Dimension 1 Family closeness
.70
Sitter-Child
Type III Alliance
-.55
-.64
-.62
.47
Hi power AO
.76
Global sat.
Type IV Dumping
Global sat.
Hi power AO
Type IV Dumping
Sitter-Child
Type III Alliance
.42
-.67
.51
Giver role sat.
Dimension 1 Family closeness
Giver role freedom
Type II Commercial
.43
-.42
.51
.60
Mother-Sitter
Type I Extended family
-.50
Mother-Child
.54

Table E-1 Correlations ≥ .408 of Ratings and Typology Judgments for Mothers and Sitters, Friends

Table E-2 Correlations ≥ .408 of Ratings and Typology Judgments for Mothers and Sitters, Strangers


Work role sat.
.54
.45
Work role freedom
Mother-Child
-.52
.66
Mother-Sitter
Type I Extended family
-.41
Type II Commercial
Dimension 1 family closeness
-.43
.61
.49
-.50
User role sat.
.51
45
User role freedom
Sitter-Child
-.54
Type III Alliance
.72
-.63
.43
Type IV Dumping
Hi power AO
Global sat.
.46
Global sat.
Type IV Dumping
Hi power AO
.42
.50
-.47
Sitter-Child
.54
-.50
Type III Alliance
.47
-.61
Giver role sat.
.49
Dimension 1 family closeness
-.47
.55
Giver role freedom
Type II Commercial
.48
.40
.48
-.50
Mother-Sitter
Mother-Child
.56
Type I Extended family

APPENDIX F

REVISED INTER-FAMILY CLOSENESS SCALES FOR FRIENDS, STRANGERS, MOTHERS AND SITTERS

(1) Correlations
(2) Stepwise Multiple Regressions

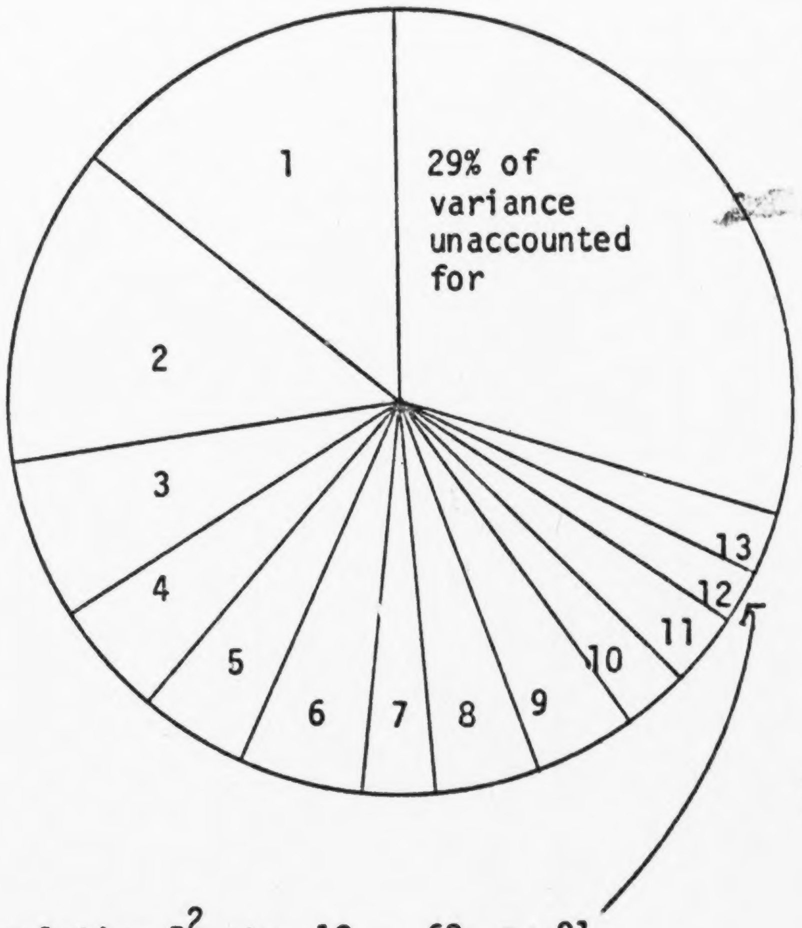
For discussion, see Chapter Six.

Table F-1

Matrix of Intercorrelations for Correlates of Inter-family Closeness for Friends, Strangers, Mothers and Sitters: Variables Correlating ≥ .32 or Contributing ≥ .02 to One or More of the Family Closeness Multiple Regressions

		M'S INTER-FAMILY CLOSENESS 1	M: how child gets along with S. 2	M: how she gets along with S. 3	M: Pref. for day care center as type of care 4	How long T.A. at interview 5	Total duration T.A. 6	M: pref. work role over home role 7	M's job sat. & market advantage 8	M: playmates reason for T.A. 9	M: need for flexible S. 10	M: prefer businesslike relationship 11	S: # children ≥ 6 T.A. 12	S: how she gets along with M. 13	S: global sat. 14	S: M's routine leaving child 15	S: how often M on time for child 16	S: how often M. asks about child's day 17	Sat. M's concern 18	Expressive needs met 19	Approval M's discipline 20	Dissat. M's long hours 21	S's market disadvantage 22	Role strain 23	S's SES 24	Amount of day care business 25	M's SES 26	M's child care necessity 27	S's stability of residence 28	S's role continuity 29	S'S INTER-FAMILY CLOSENESS 30
M'S INTER-FAMILY CLOSENESS	1		.21	.26	-.36	.05	.11	.14	.26	.13	-.06	-.36	.33	.33	.20	.30	.33	.26	.27	.14	-.08	-.01	.09	-.06	-.21	-.00	.09	.04	.28	.01	.65
M: how child gets along with S.	2	.25		.26	.23	.10	.10	-.04	.23	.25	-.04	-.06	-.00	-.33	-.17	.14	.05	-.12	.03	-.13	.11	-.0[illegible]	-.12	-.10	-.03	-.12	.05	-.12	.30	.11	.01
M: how she gets along with S.	3	.46	.46		.01	.05	-.02	-.20	.05	.07	-.08	.03	-.16	.34	-.14	.20	.16	.08	.38	-.06	.12	-.14	.30	-.30	-.20	-.07	-.13	-.18	.27	-.20	.17
M: pref. for day care center as type of care	4	-.23	-.24	-.21		.37	.31	.10	.11	-.08	-.24	.23	.03	-.24	-.02	-.09	.11	-.06	-.20	-.06	.05	-.02	-.13	-.17	-.00	-.09	.06	.02	.07	-.00	-.23
How long T.A. at interview	5	.41	.21	.26	-.12		.85	.17	.10	.35	-.05	.00	-.04	-.22	-.05	-.07	.05	-.22	-.33	-.06	-.27	.15	-.15	-.07	.10	.07	.09	-.29	.31	.10	-.33
Total duration T.A.	6	.38	.18	.20	-.25	.83		-.11	.19	.36	-.05	-.02	-.15	-.24	.02	.02	.09	-.09	-.23	.03	-.13	.08	-.15	-.19	.11	.12	.08	-.29	.43	.10	.04
M. pref. work role over home role	7	-.16	-.06	-.09	.24	-.18	-.20		.16	.16	-.08	.08	.03	-.22	.03	-.11	.04	-.00	-.23	.14	-.10	.12	-.37	-.08	.03	.12	.24	.15	.18	.17	-.04
M's job sat. & market advantage	8	-.19	.02	-.16	.21	.03	-.12	.27		-.10	-.03	-.18	.00	-.07	.07	.32	.03	.10	-.08	.02	.08	-.07	-.19	.14	.21	.02	.10	.23	.30	.13	.10
M: playmates reason for T.A.	9	.07	.14	.09	-.08	.07	.06	.15	.28		.08	-.03	-.08	-.31	-.18	-.12	-.10	-.26	-.25	-.19	-.07	.22	-.07	.02	-.10	.11	-.01	-.32	.36	.18	-.24
M: need for flexible S.	10	.38	-.07	.05	.11	.23	.24	.08	-.06	.10		.05	-.17	-.30	.02	-.00	-.58	-.30	-.19	-.15	-.09	.41	-.08	.26	.13	.11	-.31	-.02	-.10	.18	-.13
M: prefer businesslike relationship	11	-.46	-.17	-.37	.30	-.14	-.15	.17	.09	-.13	.11		-.11	-.00	.13	-.02	.03	-.11	-.11	-.19	.08	-.22	-.10	-.28	.12	-.08	-.28	.17	-.11	-.16	-.03
S: # children ≥ 6 T.A.	12	-.02	-.05	.02	-.02	-.14	-.05	.22	-.16	-.16	-.06	.28		-.10	-.01	-.11	.33	.06	.17	.06	.06	-.20	.05	.03	-.27	.11	-.02	-.09	.03	-.24	.28
S: how she gets along with M.	13	.33	.05	.13	-.13	.28	.28	-.31	-.22	-.19	.30	-.27	-.14		.15	.41	.45	.37	.71	.05	.35	-.51	.35	-.13	-.27	-.36	.07	.14	-.26	-.34	.64
S: global sat.	14	-.02	.21	.14	-.24	.17	.28	-.02	.04	.10	.07	.00	-.12	.18		.31	.01	.20	.11	.19	.13	-.12	.20	-.20	-.25	-.03	.18	.14	-.07	-.16	.36
S: M's routine leaving child	15	.10	-.10	-.08	.14	-.13	-.17	-.15	.04	.07	.21	-.27	-.48	.30	-.03		.14	.27	.39	-.07	.28	-.15	.07	-.11	.08	-.25	.05	.17	-.07	-.27	.44
S: how often M on time for child	16	-.06	.08	.20	-.13	-.22	-.15	-.02	-.18	-.05	-.09	.00	-.05	.14	.44	.19		.12	.41	.06	.14	-.65	.06	-.39	-.12	-.24	.11	.16	.00	-.01	.49
S: how often M. asks about child's day	17	.01	-.08	-.03	.00	-.17	-.15	-.05	-.09	-.16	.14	-.18	-.21	.22	.22	.50	.28		.51	.50	.28	-.30	.33	-.10	-.11	-.01	.09	.04	-.02	-.25	.48
Sat. M's concern	18	-.03	-.05	.05	-.11	-.03	.05	-.04	-.09	-.01	.05	-.13	-.04	.30	.53	.21	.50	.42		.15	.65	-.53	.29	-.28	-.13	-.31	.14	.03	-.07	-.30	.61
Expressive needs met	19	-.05	-.11	-.12	-.15	.09	.18	-.04	-.13	-.29	.09	-.25	-.14	.15	.18	.19	-.02	.22	.21		-.02	-.04	.53	-.12	-.18	.38	.32	.00	.04	-.21	.28
Approval M's discipline	20	-.30	-.14	-.06	.12	-.08	-.01	.24	.13	-.05	-.04	-.01	.11	-.30	.32	.03	.32	.27	.39	.34		-.48	.05	-.36	-.11	-.32	.15	.14	-.10	-.30	.32
Dissat. M's long hours	21	.02	-.02	.04	.11	-.04	-.09	.03	.12	.06	-.07	.07	.10	-.27	-.51	-.10	-.63	-.28	-.77	-.19	-.28		-.19	.44	.08	.40	.05	.00	-.02	.14	-.38
S's market disadvantage	22	.00	-.10	.06	.10	.00	-.01	.11	-.14	-.27	.02	.01	.02	-.13	-.13	.07	-.11	.10	-.13	.12	-.04	.18		-.23	-.45	-.02	.01	-.21	-.07	-.41	-.37
Role strain	23	.05	-.01	.01	.08	-.01	-.00	-.17	-.14	-.08	-.15	-.02	.05	-.15	-.30	-.11	-.53	-.[illegible]5	-.49	.03	-.33	.63	.38		.21	.25	-.10	-.03	-.17	.20	-.32
S's SES	24	-.10	.06	.20	.10	.01	-.00	.07	.19	.28	-.14	.08	-.03	-.06	.04	-.14	-.03	-.20	-.21	-.52	-.19	.18	-.25	-.05		-.03	-.00	-.09	.07	.02	-.16
Amount of day care business	25	-.11	-.21	-.09	.01	.00	-.01	.07	.14	.15	.12	.08	-.16	.05	.18	.08	.03	.02	.10	.21	.12	-.09	-.11	-.17	.08		.09	.04	.23	-.18	-.23
M's SES	26	.00	.07	-.00	.03	.05	.01	.15	.35	.24	-.07	.05	-.13	-.12	-.03	-.10	-.25	-.06	-.06	-.07	-.04	.14	-.00	-.00	.00	-.04		.13	-.05	-.16	.21
M's child care necessity	27	.24	.05	-.04	.13	-.00	-.06	-.26	-.12	-.13	.17	.00	-.09	.30	-.06	.33	.24	.06	-.00	-.01	-.08	.09	-.14	.07	.05	.03	-.09		-.35	.17	.16
S's stability of residence	28	.34	.14	.03	-.17	.46	.31	-.20	.06	.04	.16	-.04	-.21	.18	.13	.03	-.13	-.03	-.00	.08	-.09	.1[illegible]	-.0[illegible]	.10	-.01	-.14	.03	.20		-.12	.02
S's role continuity	29	-.01	-.07	.12	.08	-.12	-.00	.04	.03	-.00	.11	.09	.06	-.20	-.01	-.14	-.07	-.14	-.08	-.03	.10	.17	.18	.16	.04	-.04	.18	-.13	.03		-.36
S'S INTER-FAMILY CLOSENESS	30	.45	-.12	.03	-.05	.47	.51	-.24	-.32	-.10	.26	.22	-.01	.53	.03	.12	-.07	.17	.00	.30	-.11	-.04	.13	.17	-.25	-.18	-.04	.25	.25	-.13	

	Variable Name	r	Direction of Contribution	Increase in R^2
1.	M: prefer businesslike relationship	-.38	-	.14
2.	S: how well she gets along with M	.33	+	.13
3.	M: prefer work role over home role	.14	+	.07
4.	M: playmates reason for TA	.13	+	.05
5.	M: stage of family development	-.31	-	.04
6.	M: job sat. and market advantage	.26	+	.05
7.	S: approval M's discipline	-.08	-	.03
8.	S: role strain	-.06	-	.04
9.	S: dissat. M's long hours	-.01	+	.04
10.	M: how often stops to find out about child	.26	+	.03
11.	M: need for flexible sitter	-.06	+	.03
12.	S: market disadvantage	.09	-	.02
13.	12 variables contributing <.01 to R^2			

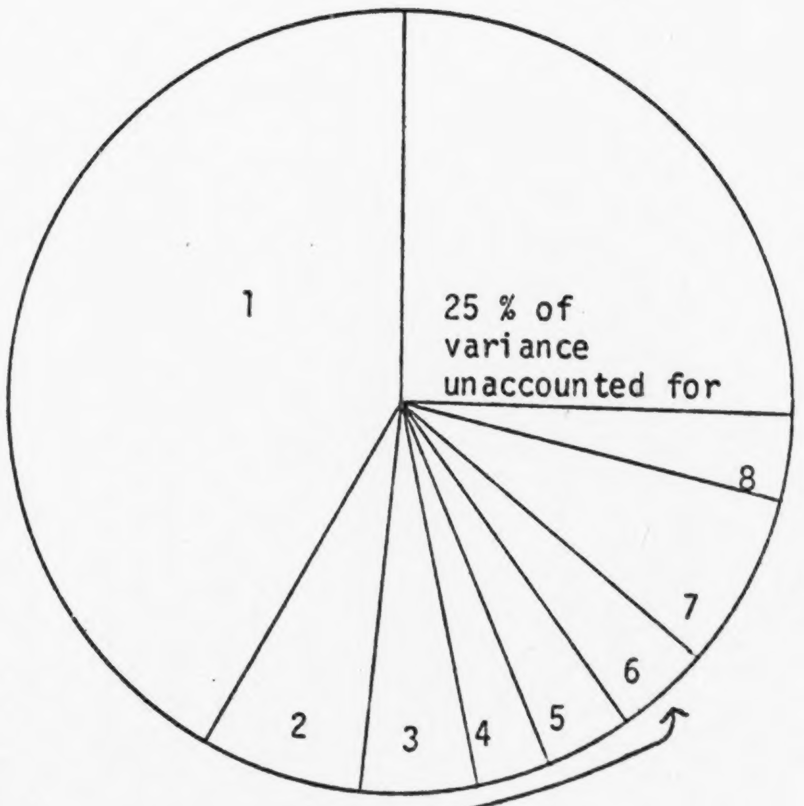


Cumulative R^2 step 12 = .68; $p<.01$

Cumulative R^2 = .71

Table F-2 Multiple Regression of Mother's Perception of Inter-family Closeness (friends)

Variable Name	r	Direction of Contribution	Increase in R^2
1. S: how well she gets along with M	.65	+	.42
2. S: how often M asks about child's day	.48	+	.07
3. S: role strain	-.32	-	.05
4. M: need for flexible sitter	-.13	+	.03
5. M's SES	.21	+	.04
6. M: stage of family development	-.29	-	.04
7. 7 variables contributing >.01 but <.02 to R^2			
M: job sat. and market advantage			
S: approval M's discipline			
S: role continuity			
S: amount of day care business			
S: sat. M's concern			
M: how well she gets along with S			
M: how often on time for child			
8. 11 variables contributing <.01 to R^2			

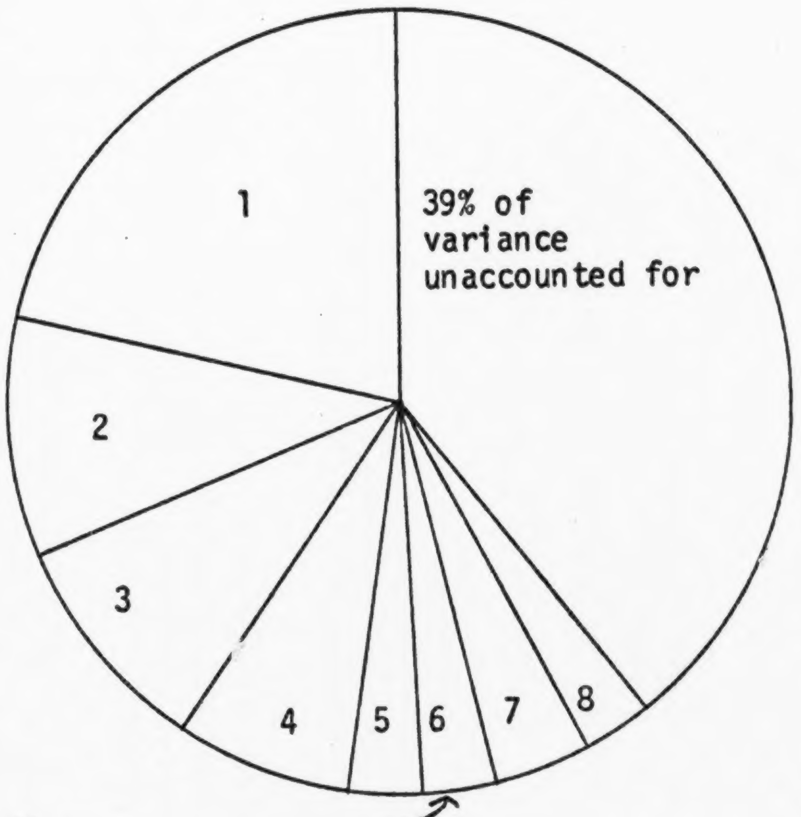


Cumulative R^2 step 6 = .64; $p<.01$

Cumulative R^2 = .75

Table F-3 Multiple Regression of Sitter's Perception of Inter-family Closeness (friends)

Variable Name	r	Direction of Contribution	Increase in R^2
1. M: prefer businesslike relationship	-.46	-	.22
2. M: how well she gets along with S	.46	+	.10
3. M: need for flexible sitter	.38	+	.09
4. S: approval M's discipline	-.30	-	.07
5. M: child care necessity	.24	+	.03
6. S's SES	-.10	-	.03
7. 3 variables contributing >.01 but <.02 to R^2			
M: stage of family development			
S: how well she gets along with M			
S: expressive needs met			
8. 15 variables contributing <.01 to R^2			

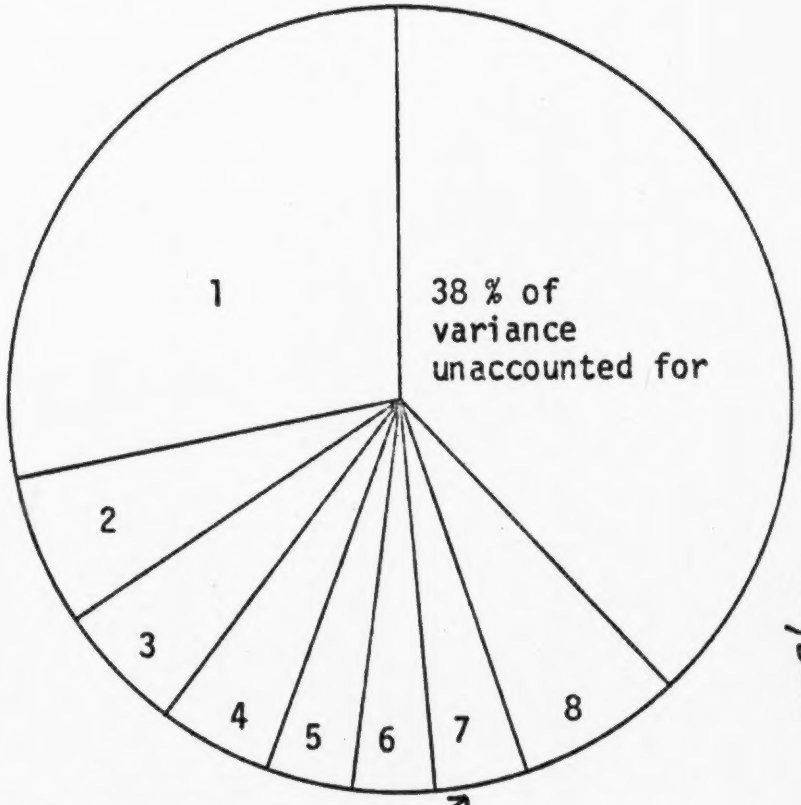


Cumulative R^2 step 6 = .54; $p<.01$

Cumulative R^2 = .61

Table F-4 Multiple Regression of Mother's Perception of Inter-family Closeness (strangers)

Variable Name	r	Direction of Contribution	Increase in R^2
1. S: how she gets along with M	.53	+	.28
2. S: role strain	.17	+	.06
3. M: how often on time for child	.08	+	.05
4. S: expressive needs met	.30	+	.05
5. M: need for flexible sitter	.38	+	.04
6. S: amount of day care business	.18	+	.03
7. M: stage of family development	-.02	-	.04
8. 17 variables contributing <.01 to R^2			



Cumulative R^2 step 7 = .55; $p<.01$

Cumulative R^2 = .62

Table F-5 Multiple Regression of Sitter's Perception of Inter-family Closeness (strangers)

APPENDIX G

STEPWISE MULTIPLE REGRESSION PROBLEMS FOR MOTHER'S AND FOR SITTER'S GLOBAL RATING OF SATISFACTION WITH THIS ARRANGEMENT

This appendix contains a correlation matrix (Table G-1) showing all variables that correlated $\geq .32$ with any of the four satisfaction ratings.

Also shown (Table G-2) are the results of a number of stepwise multiple regressions with mother's or sitter's Global Rating of Her Satisfaction with This Arrangement as the criterion variable. The purpose of these analyses was primarily to identify those variables that related to the global rating rather than to examine the residuals which are not presented nor to analyze the interactions.

For discussion of these data see Chapter Eight.

Table G-1

Intercorrelations of Variables Correlating Significantly with Global Satisfaction Ratings of This Arrangement

The matrix is arranged in order of variables correlating > .32 with global satisfaction rating of : (1) mother-strangers, (2) mother-friends, (3) sitter-strangers, (4) sitter-friends.

A single variable, "Mother's Satisfaction with Sitter's Concern for Child", is related to global satisfaction for both mother groups and for sitter-strangers. Otherwise there is no overlapping of significant correlations from one group to the other. For strangers, however, the two global satisfaction ratings correlate .39 (for friends, r = -.21, n.s.)

The number of significant correlations among the variables correlated with each global satisfaction rating indicate to what extent these form a set of related sources of satisfaction with the arrangement. For strangers there is more of a tendency for these variables to form clusters than there is for friends.

Group	# of Global Sat. Correlates $r \geq .32$	Intercorrelations $\geq .32$/total # of intercorrelations
Friends-mothers	7	4/21
Friends-sitter	5	1/10
Strangers-mothers	7	7/21
Strangers-sitter	8	9/28

What is the content of these correlates? For strangers, each respondent's global satisfaction rating for the arrangement is part of a cluster of her own satisfactions with the arrangement and her giver or user role.

For friends-mothers, except for satisfaction with sitter's concern for child, global satisfaction is related to numbers of children, and sitter's, not mother's, satisfaction with the arrangement. For friends-sitters, global satisfaction correlates with inter-family closeness. sitter's stage of family development, and conditions of dependence or interpersonal disadvantage. The two variables relating to each other as well as to global satisfaction are sitter's not having an economic need to sit and mother's reluctance to interfere with sitter's way of handling the child.

For friends, as for strangers, there is some clustering of variable related to sources of satisfaction within the arrangement, but for friends these are not related to the global satisfaction rating.

Table G-1

Matrix of Intercorrelations for Correlates of Respondent's Global Satisfaction Rating for This Arrangement for Friends, Strangers, Mothers and Sitters; Variables Correlating ≥ .32 with any of the ratings.

		M: global sat.	M: how well she gets along with S	M: prefer day care in relative's home	M: preference for family day care	M: guilt child's adjustment	M: people disapprove of M's working	M: child gets along with any S.	M: sat. S's concern	No. friends or relatives sit for pay	S: no. children ≥ 6 in T.A.	S: child does better here	S: only certain children	S: disapproval of M's working	M's no. children < 6	Days/week in care T.A.	M: how often child ready	S: plans to continue	S: how often M on time	S: sat. M's concern	S: Dissat. M's long hours	S: emotional drain	M: reason working	M: reluctance to interfere	S: economic need	S: inter-family closeness	S: stage family development	S: global sat.
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
M: global sat.	1		.27	.08	.10	.03	-.19	.23	.64	-.34	-.33	-.33	.36	.32	-.47	-.03	.20	.12	-.29	.23	.11	.14	.23	-.11	.30	-.04	.03	-.21
M: how well she gets along with S	2	.32		-.23	.06	-.02	-.37	.26	.23	-.34	-.16	-.30	.02	.23	-.18	-.16	-.13	-.11	.16	.38	-.14	.11	-.15	-.11	.30	.17	.10	-.14
M: prefer day care in relative's home	3	-.35	.10		-.54	.22	.01	-.09	-.20	.13	-.10	.15	-.12	-.02	.30	.19	-.15	-.08	-.11	-.10	.15	-.18	.21	-.19	-.11	.14	.04	.14
M: preference for family day care	4	.37	.16	-.44		-.35	.13	.08	.29	-.07	.00	.08	.24	.08	-.42	-.10	-.01	.22	.13	.05	-.05	.01	.17	.10	.07	.04	-.22	.02
M: guilt child's adjustment	5	-.45	-.06	.25	-.52		.07	-.43	-.24	-.10	-.10	-.03	.13	.22	.15	.06	.03	-.41	.04	-.09	.19	.35	.13	-.11	.13	.09	-.13	.06
M: people disapprove of M's working	6	-.34	-.08	.17	-.10	.30		-.24	-.24	-.08	.35	.08	-.01	-.06	.06	.00	.13	-.03	.04	.08	.03	.12	.10	.22	-.07	.07	-.03	-.00
M: child gets along with any S	7	.33	-.11	-.17	.15	-.52	-.14		.29	-.01	-.17	-.22	.14	.05	-.26	-.04	-.08	.21	-.11	.10	-.19	-.08	.05	-.17	.05	.04	-.09	-.01
M: sat. S's concern	8	.61	.40	-.22	.31	-.46	-.28	.34		-.26	-.25	-.38	.13	.17	-.43	-.11	.42	.05	-.10	.17	-.03	.09	.21	-.11	.34	.06	-.11	.02
No. friends or relatives sit for pay	9	.12	.10	-.08	.04	.10	.13	-.18	.01		.07	.18	-.11	.15	.32	.17	.04	.28	.07	-.31	.15	.03	-.14	.14	-.02	-.26	-.21	-.03
S: no. children ≥ 6 in T.A.	10	.04	.02	-.04	.21	-.32	-.09	.14	-.01	-.05		.64	-.11	-.20	.16	.08	.02	.02	.33	.17	-.20	-.09	-.31	-.03	-.20	.28	-.10	.00
S: child does better here	11	-.21	-.06	.18	-.22	.21	.10	-.29	-.32	-.02	-.01		-.09	-.23	.02	.09	.00	.11	.01	-.39	.22	-.31	.08	.26	-.28	-.26	-.06	.03
S: only certain children	12	.03	.04	.01	.18	.05	.14	-.04	.06	.10	.01	-.08		.14	-.43	.03	-.05	.01	.01	-.14	-.06	.17	.08	.13	.20	-.12	.10	-.20
S: disapproval of M's working	13	-.01	.10	-.24	.00	.05	-.08	.16	.03	-.05	.02	-.02	.00		-.30	.27	-.04	-.04	-.09	.18	-.04	.46	-.04	.10	.33	-.00	-.18	-.23
M's no. children < 6	14	-.09	-.04	-.11	-.10	-.06	.05	.03	-.01	-.02	-.09	.23	-.22	-.11		-.17	-.20	-.28	.16	.03	.08	-.04	-.04	-.11	-.28	-.25	.31	.14
Days/week in care T.A.	15	.31	-.07	-.13	.03	-.09	-.02	.04	-.01	-.09	-.05	-.06	.01	-.17	-.13		.13	-.08	-.31	-.16	.29	.29	-.44	.15	.31	-.14	-.15	-.08
M: how often child ready	16	.24	-.05	-.07	-.12	-.01	-.08	.07	.25	.08	-.19	-.17	-.10	-.04	.04	.24		-.10	-.07	.13	.04	.07	.11	.11	.06	.06	-.17	-.00
S: plans to continue	17	.30	.17	-.11	.30	-.37	.09	.18	.23	.09	.04	-.25	.15	.05	-.16	.23	.10		.09	.03	-.16	-.14	.16	.04	-.31	-.08	-.16	.02
S: how often M on time	18	.24	.20	-.01	.01	.03	-.13	-.10	.18	.02	-.05	-.34	.18	.00	.04	.04	.12	.27		.40	-.65	-.25	.10	-.05	-.29	.49	-.01	.01
S: sat. M's concern	19	.11	.05	-.02	.16	-.15	.01	.05	.21	.05	-.04	-.00	.11	-.04	.23	-.07	.07	.43	.50		-.53	-.24	.05	-.13	-.03	.61	.05	.11
S: dissat. M's long hours	20	-.10	.04	.06	-.14	-.01	.04	.16	-.12	-.07	.10	.18	-.14	-.01	.09	-.03	-.20	-.38	-.63	-.77		.26	-.08	.02	.30	-.38	-.05	-.12
S: emotional drain	21	-.27	.03	.14	-.11	.06	.02	.01	-.22	-.19	.03	-.09	-.04	±08	.20	-.22	-.07	-.32	.33	-.35	.50		-.13	.01	.40	-.25	-.31	-.08
M: reason working	22	.01	.05	-.16	.26	-.06	.23	.02	.01	.17	-.13	-.27	.15	.09	-.19	.06	.26	.02	.07	.05	-.01	-.08		-.29	-.35	.13	-.22	.33
M: reluctance to interfere	23	.10	.03	-.21	.11	-.05	.08	.16	.08	.06	.22	-.17	-.20	-.03	-.03	.20	.03	.03	-.05	-.06	.05	-.22	.06		.13	-.24	.18	-.42
S: economic need	24	-.20	-.07	-.04	-.00	.02	-.07	.26	-.07	-.35	.08	-.12	-.13	-.04	-.03	.16	-.04	.03	-.12	-.03	.14	.12	.00	.26		-.28	-.13	-.35
S: inter-family closeness	25	-.14	.03	.10	.07	.08	.09	-.07	-.01	-.09	-.01	.24	-.16	-.19	.25	-.02	-.18	-.06	-.07	.08	-.04	-.03	.07	.10	.08		.02	.36
S: stage family development	26	.07	-.18	-.09	-.18	-.07	-.08	.23	.08	.04	-.09	-.28	-.19	.09	-.19	.03	-.00	-.15	-.14	-.31	.27	-.03	-.05	.19	.06	-.05		-.39
S: global sat.	27	.39	.14	-.17	.12	-.14	-.04	.05	.48	-.08	-.11	-.20	.14	.01	-.06	.39	.34	.46	.44	.53	-.51	-.42	.13	.10	-.02	.03	-.13	

FRIENDS

STRANGERS

Table G-2

STEPWISE MULTIPLE REGRESSION PROBLEMS FOR MOTHER'S AND FOR SITTER'S GLOBAL RATING OF SATISFACTION WITH THIS ARRANGEMENT

The stepwise multiple regressions were set up in such a manner that the contribution of the major variables within a domain to respondent's global rating of satisfaction with the arrangement could be assessed separately for friends and strangers. Two parallel sets of regressions were done, one predicting mother's satisfaction rating and one for sitter's with the predictor variables as follows:

1. This respondent's demographic factors. How much of the variance in overall satisfaction with the arrangement can be attributed to this respondent's life circumstances such as family income, child care necessity, stability of residence, etc.?

2. This respondent's general opinions. Do work and day care role satisfactions and feelings of freedom or dependence influence satisfaction with this particular arrangement?

3. The other party's general opinions. How much is satisfaction determined by general attitudes of the other party to the arrangement?

4. This arrangement's hard data and this respondent's attitudes. Some variables were free to enter both mother and sitter regressions; and one, Mother's Number of Children Under 6, appeared previously in the mother demographic problem. "Hard" data here include not only hours, days and children, but multiple choice responses to a questionnaire filled out by both mothers and sitters during the interview. The primary purpose was to check congruence between mother and sitter responses on substantive matters: Who supplies the food? What is the routine for child's arrival (comes by self, father or older child brings, mother brings to door but does not come in,

mother comes in to talk to sitter)? How often is mother late? Does sitter tell mother about child's day? The degree of agreement was high between mothers and sitters even on such questions as whether the child got along better at sitter's or at his own home. In almost all cases the choice of a mother or a sitter question for inclusion in the final set of variables was random. Of course no mother sources of satisfaction scales were allowed to enter the sitter problem or sitter "satisfaction with this arrangement" scales the mother regression.

5. Selected variables for this respondent including interviewer ratings. A reduced set of variables for this problem was selected on a conceptual basis to include both those that seemed most important for friends and those that might be most important for strangers, since the same variables had to be free to enter for both groups.

6. Selected variables for other party including interviewer ratings. Some of the same "hard data this arrangement" variables were available for entry into this and the preceding analysis.

7. Interviewer ratings and typology judgments for both parties. The ratings for role satisfaction and dependence and for this arrangement sources of satisfaction for each party were done independently by interviewers. In addition, each interviewer made a judgment from "almost exactly like" to "not at all like" as to how much this arrangement was like an extended family, a commercial, an alliance, and a dumping arrangement. These ratings comprise all of the available variables for a single class of data.

8. Selected variables for both parties including interviewer ratings. For this problem the variable list for mothers was similar to that for sitters but was not identical. The number of variables allowable further constricted those representing each domain. As before, variables were selected as most

probably contributing either to friends' or to strangers' satisfaction. All regression problems were done on the same computer run, and many variables found significant on the specific domain analyses had been eliminated from consideration for this over-all domain analysis. The contributors significant on previous problems but not available to enter here are marked with an asterisk on the stepwise regression list where they do appear.

STEPWISE REGRESSIONS FOR MOTHER'S GLOBAL RATING OF SATISFACTION WITH THIS ARRANGEMENT

	simple r	direction of contribution	increase in R^2	R^2 thi step
Mother Demographic Factors				
Mother's child care necessity (number of children under 6)	-.47	-	.22	.22
Mother's stability of residence	-.27	-	.08	.30
Mother's family intactness and income	.17	+	.03	.33
				$p<.01$
Mother General Opinion Variables				
Mother's expectation that child can get along with any sitter	.23	+	.05	.05
*Mother's need for a flexible sitter	.17	+	.03	.09
Mother's feeling of guilt about child's adjustment to babysitting	.03	+	.02	.11
				n.s.
Sitter General Opinion Variables				
Sitter's willingness to sit only for certain children	.36	+	.13	.13
Sitter's disapproval of mothers working	.32	+	.07	.20
Sitter role power vs. powerlessness	-.30	-	.08	.28
				$p<.01$
This Arrangement Hard Data and Mother Attitude Variables				
Mother's satisfaction with this sitter's concern for child	.64	+	.41	.41
*Sitter's statement of length of time she has known mother	-.02	-	.05	.46
*Mother says she supplies food	-.17	-	.05	.51
*Mother's complaints about sitter's possessiveness	-.00	+	.03	.54
*Mother's statement of how well she gets along with sitter	.27	+	.02	.56
*Mother's frequency of being on time to get child	-.16	-	.02	.58
				$p<.01$

FRIENDS-MOTHER

	simple r	direction of contribution	increase in R^2	R^2 st
Selected Mother Variables Including Interviewer Ratings				
Mother interviewer: user role satisfaction	.76	+	.58	.
Mother's satisfaction with this sitter's concern for child	.64	+	.04	.
Mother's stability of residence and job	-.27	-	.04	.
* Mother's work and user role continuity	.12	+	.03	.
Mother's job satisfaction and job market advantage	-.10	-	.02	.
				p<.
Selected Sitter Variables Including Interviewer Ratings				
Sitter's willingness to sit only for certain children	.36	+	.13	.
Sitter says child gets along better at sitter's than at own home	-.34	-	.09	.
Sitter role power vs. powerlessness	-.30	-	.07	.
* Sitter's stability of residence	.20	+	.06	.
Sitter's disapproval of mothers working	.32	+	.07	.
Sitter interviewer: how much this arrangement is like a commercial arrangement	.26	+	.04	.
Sitter's approval of this mother's discipline	.21	+	.03	.
Complementarity of mother's job hour flexibility requiredness and number of sitter's school age children	-.27	-	.04	.
Sitter interviewer: giver role satisfaction	.08	+	.03	.
* Sitter's dissatisfaction with mother's long hours and lack of planfulness	.11	+	.02	.
Sitter's satisfaction with mother's concern for child	.23	+	.02	.
				p<.
Mother and Sitter Interviewer Ratings and Typology Judgments				
Mother interviewer: user role satisfaction	.76	+	.58	.
Sitter interviewer: giver role satisfaction	.08	-	.04	.
* Sitter interviewer: sitter's satisfaction with the mother-child relationship	.09	+	.03	.

	simple r	direction of contribution	increase in R^2	R^2 this step
Mother and Sitter Interviewer Ratings and Typology Judgments (cont.)				
Sitter interviewer: how much this arrangement is like an extended family arrangement	.26	+	.02	.67
*Mother interviewer: how much this arrangement is like an alliance arrangement	.22	+	.02	.69 $p<.01$
Selected Mother and Sitter Variables From All Areas				
Mother interviewer: user role satisfaction	.76	+	.58	.58
Sitter interviewer: giver role satisfaction	.08	-	.04	.62
Mother satisfaction with this sitter's concern for child	.64	+	.04	.66
Mother's job satisfaction and job market advantage	-.10	-	.03	.69
Mother's routine for leaving the child	.27	+	.02	.71 $p<.01$

*Variables not available to enter mother-sitter stepwise regression.

STEPWISE REGRESSIONS FOR SITTER'S GLOBAL RATING OF SATISFACTION WITH THIS ARRANGEMENT

	simple r	direction of contribution	increase in R^2	R^2 st
Sitter Demographic Factors				
*Sitter's stage of family development	-.39	-	.15	.
Sitter's SES	-.25	-	.07	.
Sitter's stability of residence	-.07	-	.02	. p<.
Sitter General Opinion Variables				
Sitter's economic need to sit	-.34	-	.12	.
*Sitter's disadvantage in sitting market	.20	+	.03	.
Sitter role power vs. powerlessness	.25	+	.03	.
*Sitter's disapproval of mothers working	-.23	-	.03	.
Mother General Opinion Variables				
Mother's reluctance to interfere with sitter's way of handling child	-.42	-	.18	
*Mother's preference for uninvolved, businesslike relationship with sitter	.13	+	.04	p<
This Arrangement Hard Data and Sitter Attitude Variables				
Sitter inter-family closeness	.36	+	.13	
*How often mother is on time for child	-.30	-	.09	
*Sitter says she tells mother about child's day	.25	+	.04	
Sitter's satisfaction with mother's concern for child	.11	-	.02	
*Mother's statement of her routine for leaving child	.11	+	.03	
*Sitter says child gets along better at sitter's house than at own home	.03	+	.03	
How long sitter says she has known mother	.05	-	.03	p<

FRIENDS-SITTER

	simple r	direction of contribution	increase in R^2	R^2 this step
Selected Sitter Variables Including Interviewer Ratings				
*Sitter's stage of family development	-.39	-	.15	.15
Sitter's economic need to sit	-.35	-	.16	.31
*Sitter interviewer: sitter satisfaction with mother-child relationship	.25	+	.09	.40
Sitter's stability of residence	-.07	-	.05	.45
Hours per day child is in care in this arrangement	-.31	-	.05	.50
Sitter's satisfaction with child's adjustment	-.01	-	.04	.54
Sitter interviewer: giver role satisfaction	.27	+	.05	.59
*Sitter says she tells mother about child's day	.25	+	.03	.62
*Sitter's disapproval of mothers working	-.23	-	.07	.69
How long sitter says she has known mother	.05	+	.05	.74
*Sitter interviewer: how much is this arrangement like a dumping arrangement	-.25	-	.04	.78
*Sitter's restrictiveness about sitting hours	-.12	+	.02	.80
Sitter's approval of mother's discipline	.13	+	.03	.82
Sitter strain from competing requirements of family and sitter roles	-.20	+	.02	.84 $p<.01$
Selected Mother Variables Including Interviewer Ratings				
Mother's reluctance to interfere	-.42	-	.18	.18
*Mother interviewer: user role satisfaction	-.14	-	.05	.23
*How often mother on time for child	-.30	-	.07	.30
Mother's general confidence in sitters	-.04	+	.05	.34
Mother's stage of family development	-.09	-	.06	.40
*Playmates for child mother's reason for this arrangement	-.18	-	.04	.44
Mother's inter-family closeness	.20	+	.04	.49
*Mother interviewer: how much this arrangement is like a dumping arrangement	.01	+	.03	.52
Mother's economic need to work	-.19	-	.03	.55
*Mother's preference for businesslike relationship with sitter	.13	+	.03	.58 $p<.01$

FRIENDS-SITTER

	simple r	direction of contribution	increase in R^2	R^2 st
Mother and Sitter Interviewer Ratings and Typology Judgments				
Sitter interviewer: giver role satisfaction	.27	+	.07	.
*Mother interviewer: user role satisfaction	-.14	-	.07	.
*Sitter interviewer: how much this arrangement is like a dumping arrangement	-.25	-	.10	.
*Sitter interviewer: giver role freedom	-.15	-	.02	.
Sitter interviewer: how much this arrangement is like a commercial arrangement	-.27	-	.02	.
Sitter interviewer: how much this arrangement is like an extended family arrangement	.25	-	.03	
				p<
Selected Mother and Sitter Variables Including Interviewer Ratings				
Mother's reluctance to interfere with sitter's way of handling child	-.42	-	.18	
Sitter's SES	-.25	-	.09	
Sitter power vs. powerlessness	.25	+	.07	
Mother interviewer: user role freedom	-.14	-	.05	
Mother's stage of family development	-.10	-	.05	
Sitter's inter-family closeness	.36	+	.06	
Sitter's economic need to sit	-.35	-	.03	
Mother's satisfaction with sitter's concern for child	.02	+	.02	
Sitter's stability of residence	-.07	-	.06	
Mother interviewer: mother satisfaction with mother-sitter relationship in this arrangement	-.09	-	.05	
Sitter's large amount of day care business	-.03	+	.03	
Sitter satisfaction with this child's adjustment	-.01	-	.02	
Sitter's strain from competing requirements of family and sitter roles	-.20	-	.03	
				p<

*Variables not available for entry in mother-sitter stepwise regression.

STEPWISE REGRESSIONS FOR MOTHER'S GLOBAL RATING OF SATISFACTION WITH THIS ARRANGEMENT

	simple r	direction of contribution	increase in R^2	R^2 thi step
Mother Demographic Factors				
*Mother's stability of residence	.27	+	.07	.07
Mother's SES	.15	+	.02	.10
*Mother's work role and user role continuity	-.12	-	.02	.12 p<.05
Mother General Opinion Variables				
Mother's feeling of guilt about child's adjustment to babysitting	-.45	-	.20	.20
Mother's feeling people disapprove of mothers working	-.34	-	.05	.25
Mother's economic need to work	.10	+	.02	.27
Mother's job satisfaction and job market advantage	.25	+	.02	.29 p<.01
Sitter General Opinion Variables				
Sitter's strain from competing requirements of family and sitter roles	-.33	-	.11	.11
Sitter's disadvantage in the sitting market	-.30	-	.04	.15 p<.01
This Arrangement Hard Data and Mother Attitude Variables				
Mother satisfaction with this sitter's concern for child	.61	+	.37	.37
Number of days per week youngest child in care in this arrangement	.31	+	.10	.47
*Mother says she supplies food for day care children	-.08	-	.05	.52 p<.01
Selected Mother Variables Including Interviewer Ratings				
Mother interviewer: user role satisfaction	.72	+	.52	.52
*Mother's satisfaction with this sitter's concern for child	.61	+	.03	.54
Number of days per week youngest child in care this arrangement	.31	+	.04	.58
Mother's feeling people disapprove of mothers working	-.34	-	.02	.60
*Mother's assertion that sitters should do what mothers say	-.19	-	.02	.62
Mother's stability of residence and job	.27	+	.02	.64

STRANGERS-MOTHER

	simple r	direction of contribtuion	increase in R^2	R^2 s
Selected Mother Variables Including Interviewer Ratings (cont.)				
Mother's expectation that child can get along with any sitter	.33	+	.02	
*Mother interviewer: mother satisfaction mother-child relationship	.11	-	.02	
				p<
Selected Sitter Variables Including Interviewer Ratings				
*Sitter interviewer: sitter satisfaction mother-child relationship	.34	+	.12	
Sitter's strain from competing requirements of family and sitter roles	-.33	-	.09	
Number of days per week youngest child in care this arrangement	.31	+	.08	
Sitter's SES	.25	+	.06	
*Sitter's family intactness and family income	.19	+	.04	
*Sitter's plans to continue this arrangement	.30	+	.03	
*Sitter's dissatisfaction with mother's long hours, excessive demands, and lack of planfulness	-.10	+	.03	
*Sitter interviewer: how much this arrangement is like an extended family arrangement	.24	+	.03	
				p<
Mother and Sitter Interviewer Ratings and Typology Judgments				
Mother interviewer: user role satisfaction	.72	+	.52	
*Sitter interviewer: sitter's satisfaction sitter-child relationship	.43	+	.05	
Sitter interviewer: giver role freedom	.30	+	.04	
				p<
Selected Mother and Sitter Variables Including Interviewer Ratings				
Mother interviewer: user role satisfaction	.72	+	.52	
Mother satisfaction with this sitter's concern for child	.61	+	.03	
Number of days per week youngest child in care this arrangement	.31	+	.04	
Sitter interviewer: giver role satisfaction	.30	+	.03	
Sitter's disadvantage in the sitting market	-.30	-	.03	
Mother's feeling people disapprove of mothers working	-.34	-	.02	
				p<

*Variables not available to enter mother-sitter stepwise regression.

STEPWISE REGRESSIONS FOR SITTER'S GLOBAL RATING OF SATISFACTION WITH THIS ARRANGEMENT

	simple r	direction of contribution	increase in R^2	R^2 this step
Sitter Demographic Factors				
Sitter's amount of day care business	.18	+	.03	.03
Sitter's stability of residence	.13	+	.03	.06
*Sitter's stage of family development	-.13	-	.02	.08 n.s.
Sitter General Opinion Variables				
Sitter's strain from competing requirements of family and sitter roles	-.30	-	.09	.09
*Sitter's expressive needs met by caring for children	.18	+	.04	.13
*Sitter's willingness to sit only for certain children	.14	+	.02	.15 $p<.05$
Mother General Opinion Variables				
Mother's feeling of guilt about child's adjustment to babysitting	-.14	-	.02	.02 n.s.
This Arrangement Hard Data and Sitter Attitude Variables				
Sitter satisfaction with mother's concern for child	.53	+	.28	.28
Number of days per week youngest child in care in this arrangement	.40	+	.19	.47
Sitter's feeling that caring for this mother's child is an emotional drain	-.42	-	.02	.49 $p<.01$
Selected Sitter Variables Including Interviewer Ratings				
*Sitter interviewer: sitter satisfaction with the mother-child relationship	.55	+	.30	.30
Sitter's dissatisfaction with mother's long hours, excessive demands, and lack of planfulness	-.51	-	.17	.46
Number of days per week youngest child in care in this arrangement	.40	+	.12	.59
Sitter's stability of residence	.13	+	.03	.61
*Sitter's willingness to sit only for certain children	.14	+	.02	.63 $p<.01$

	simple r	direction of contribtuion	increase in R^2	R^2 s
Selected Mother Variables Including Interviewer Ratings				
Mother's satisfaction with this sitter's concern for child	.48	+	.23	
Number of days per week youngest child in care in this arrangement	.40	+	.16	
Mother's disadvantage in the baby-sitting market	.10	+	.04	
*Complementarity of mother's job hour flexibility requiredness and number of sitter's school age children	-.23	-	.04	
Mother's SES	.24	+	.02	
				p<
Mother and Sitter Interviewer Ratings and Typology Judgments				
*Sitter interviewer: sitter satisfaction with the mother-child relationship	.55	+	.30	
*Mother interviewer: user role satisfaction	.46	+	.11	
*Sitter interviewer: sitter satisfaction with the sitter-mother relationship	.48	+	.05	
*Sitter interviewer: giver role freedom	-.04	-	.05	
*Mother interviewer: how much this arrangement is like a dumping arrangement	-.10	+	.03	
*Sitter interviewer: how much this arrangement is like a dumping arrangement	-.10	+	.02	
*Mother interviewer: mother satisfaction with the sitter-child relationship	.20	+	.02	
Mother interviewer: user role freedom	.16	+	.03	
				p<
Selected Mother and Sitter Variables From All Areas				
Sitter's satisfaction with this mother's concern for child	.53	+	.28	
Number of days per week youngest child in care this arrangement	.40	+	.19	
Mother's satisfaction with this sitter's concern for child	.48	+	.14	

	simple r	direction of contribtuion	increase in R^2	R^2 this step
Selected Mother and Sitter Variables From All Areas (cont.)				
Mother's feeling of guilt about child's adjustment to babysitting	-.14	+	.03	.63
Sitter interviewer: giver role satisfaction	.30	+	.03	.66 $p<.01$

*Variables not available for entry in mother-sitter stepwise regression.

APPENDIX H

CORRELATION MATRIX FOR ALL VARIABLES AVAILABLE TO ENTER THE STEPWISE MULTIPLE REGRESSIONS FOR:

(1) "Sitter's Feeling that Caring for this Mother's Child is an Emotional Drain" and

(2) "Sitter's Strain from Competing Requirements of Family and Sitter Roles."

Table H-1

Matrix of Intercorrelations for Variables Available to Enter Multiple Regressions of Sitter's "Emotional Drain" and "Role Strain" for Friends and Strangers.

		EMOTIONAL DRAIN 1	Rating: M. sat. sitter-child 2	M. Global sat. 3	Rating: M. Hi-power AO 4	Hours/day in care T.A. 5	Days/week in care T.A. 6	S. Global sat. 7	Rating: S. Giver role sat. 8	All children < 6 at S's. 9	Rating: S. sat. mother-child 10	S. econ. need 11	Expressive need to sit 12	Approval M's. discipline 13	Dissat. M's. long hours 14	Rating: S. Hi-power AO 15	S. restricts hours 16	S. sat. child's adjustment 17	S. Inter-family closeness 18	S. SES 19	M. SES 20	M. family intactness & income 21	S. family intactness & income 22	S. stage family development 23	ROLE STRAIN 24
EMOTIONAL DRAIN	1		.05	.14	.43	.29	.02	-.08	-.28	.08	-.24	.40	-.29	-.28	.26	.08	.34	-.53	-.25	.20	-.20	.18	.01	-.32	.34
Rating: M. sat. sitter-child	2	-.04		.19	-.17	.03	.00	-.17	.24	-.05	.03	.29	-.13	.11	-.02	-.17	.10	-.03	.01	-.03	.05	.02	-.01	.23	-.10
M. Global sat.	3	-.27	.21		.09	.06	.02	-.21	.08	.23	.26	.30	-.08	.21	.11	-.30	-.06	-.17	-.04	.27	-.04	.12	-.09	.03	.05
Rating: M. Hi-power AO	4	.01	-.02	-.19		.08	-.13	-.04	-.32	-.03	.01	.20	-.13	-.04	.03	.02	-.08	-.47	-.02	.12	-.20	-.03	-.24	.05	.23
Hours/day in care T.A.	5	.04	-.02	.11	-.04		-.04	-.22	-.45	-.27	-.14	.26	-.26	-.23	.03	-.03	.27	-.21	-.16	.30	-.14	.17	-.08	-.25	.45
Days/week in care T.A.	6	.04	-.10	.28	-.17	.06		.21	.13	.10	-.23	.06	.06	-.15	.13	.00	.03	-.01	-.07	.02	.15	.11	-.02	.05	.21
S. Global sat.	7	-.42	.21	.39	-.03	-.06	-.09		.27	-.13	.11	-.35	.19	.13	-.12	.25	-.12	-.01	.36	-.25	.18	-.16	-.11	-.39	-.20
Rating: S. Giver role sat.	8	-.35	.12	.30	-.22	.03	-.04	.30		-.14	.13	-.22	.20	.24	-.22	.24	-.20	.30	.14	-.23	.30	-.10	-.11	.12	-.57
All children < 6 at S's.	9	.10	-.16	.12	-.03	.03	.01	.10	.15		-.38	.20	.09	-.28	.39	-.05	.23	.23	-.34	.09	.06	.12	.61	-.04	.25
Rating: S. sat. mother-child	10	-.35	-.05	.11	-.12	-.12	.02	.53	.38	.03		-.03	.15	.65	-.53	.01	-.27	.05	.61	-.13	.14	.11	-.21	.05	-.28
S. econ. need	11	.12	-.18	-.20	-.28	.19	.14	.02	-.20	.02	-.08		-.31	-.10	.30	-.36	.22	-.39	-.28	.17	-.19	.25	.01	-.13	.31
Expressive need to sit	12	-.34	-.11	-.01	-.14	.30	.09	.18	.25	-.08	.22	.09		-.02	-.04	.02	-.03	.43	.28	-.18	.32	.20	.14	.03	-.12
Approval M's. discipline	13	-.45	-.14	.20	.07	.10	-.07	.32	.25	.02	.39	-.07	.34		-.48	.15	-.32	.07	.32	-.11	.15	-.04	-.31	.11	-.36
Dissat. M's. long hours	14	.50	-.02	-.10	.02	.23	.04	-.51	-.33	-.07	-.77	.14	-.19	-.28		-.43	.08	-.21	-.38	.08	.05	.15	.17	-.05	.44
Rating: S. Hi-power AO	15	-.36	.03	.30	-.23	-.10	.07	.22	.35	.15	.53	-.19	.10	.25	-.46		.14	.16	-.10	.16	.13	-.19	-.11	-.14	-.09
S. restricts hours	16	-.04	-.00	-.04	-.07	-.13	.04	.05	-.08	-.05	.09	.38	.10	.11	-.06	.02		-.04	-.25	-.02	-.15	.09	.26	.13	.36
S. sat. child's adjustment	17	-.43	.12	.21	-.19	-.16	-.01	.26	.60	-.05	.39	-.19	-.04	.18	-.43	.36	.00		.02	-.04	.54	-.30	.30	.09	-.33
S. Inter-family closeness	18	-.04	-.12	-.14	-.04	-.01	.08	.03	.11	-.14	.08	.09	.30	-.11	-.04	.05	-.05	-.01		-.16	.21	.07	.14	.02	-.32
S. SES	19	.25	.06	.25	.06	-.07	.10	.04	-.19	.22	-.21	.01	-.52	-.19	.18	-.04	-.12	-.11	-.25		-.00	.15	.04	-.03	.21
M. SES	20	.12	.21	.15	-.30	-.06	.03	-.03	.09	-.04	-.06	.02	-.08	-.04	.15	.15	.19	.12	-.04	.00		-.18	.13	.01	-.10
M. family intactness & income	21	-.05	-.18	-.12	.16	-.15	-.13	.04	-.02	-.06	-.07	.09	-.15	.14	.00	-.13	.09	.20	.11	-.06	.13		.10	.01	.10
S. family intactness & income	22	-.01	.06	.19	.06	-.08	-.15	-.04	.03	-.22	-.12	-.48	-.14	-.08	.06	-.11	-.19	.02	-.08	-.05	-.07	-.01		-.03	.08
S. stage family development	23	-.03	.00	.07	.02	.03	-.10	-.13	.20	-.18	-.31	.04	-.00	.09	.27	-.11	-.00	-.11	-.06	.03	-.01	-.03	.03		-.07
ROLE STRAIN	24	.45	-.02	-.33	.08	.32	.07	-.30	-.34	-.24	-.49	.36	.03	-.33	.63	-.67	.05	-.36	.17	-.05	-.00	.06	.05	.06	

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STRANGERS

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ABREVIATIONS OF VARIABLE NAMES

Amount of day care business	Demographic factor: Sitter's amount of day care business.
Approval of M's discipline	Scale: Sitter's approval of this mother's discipline.
Child care necessity (See also M's # children < 6)	Demographic factor: Mother's number of children under 6 -- child care necessity.
Child does better here	Response: Sitter's report of how well child gets along at her home as compared to his own (hi = better at sitter's).
Days/week in care T.A.	Hard data: Number of days per week this child in care of this arrangement.
Dimension 1-family closeness (M)	Rating: Mother interviewer's rating of this arrangement on typology dimension 1-family closeness.
Dimension 1-family closeness (S)	Rating: Sitter interviewer's rating of this arrangement on typology dimension 1-family closeness.
Disapproval of mothers working	Scale: Sitter's disapproval of mothers working.
Dissat. M's long hours	Scale: Sitter's dissatisfaction with this mother's long hours, excessive demands, and lack of planfulness.
Economic need (M)	Scale: Mother's economic need to work.
Economic need (S)	Scale: Sitter's economic need to babysit.
Emotional drain	Scale: Sitter's feeling that caring for this mother's child is an emotional drain.
Expect child can get along any S	Scale: Mother's expectation that child can get along with any sitter.
Expressive needs met	Scale: Sitter's expressive needs met by caring for children.
Family intactness and income	Demographic factor: Mother's family intactness and family income.
Family intactness and income	Demographic factor: Sitter's family intactness and family income.

Feeling people disapprove	Scale: Mother's feeling that people disapprove of mothers working.
Giver role freedom	Rating: Sitter interviewer's rating of sitter's giver role freedom.
Giver role sat.	Rating: Sitter interviewer's rating of sitter's giver role satisfaction.
Global sat. (M)	Response (rating): Mother's own rating of her satisfaction with this arrangement.
Global sat. (S)	Response (rating): Sitter's own rating of her satisfaction with this arrangement.
Guilt child's adjustment	Scale: Mother's feeling of guilt about child's adjustment to babysitting.
Hi power AO (M)	Rating: Mother interviewer's judgment of what mother thinks it takes to keep an arrangement going.
Hi power AO (S)	Rating: Sitter interviewer's judgment of what sitter thinks it takes to keep an arrangement going.
Hours/day in care T.A.	Hard data: Number of hours per day this child in care of this arrangement.
How child gets along with S	Response: Mother's statement of how well the child gets along with the sitter.
How long T.A. at interview	Hard data: How long this arrangement had lasted at time of interview.
How often child ready	Response: Mother's stated frequency of child being ready to pick up.
How often M asks about child's day	Response: Sitter's report of how often mother asks about child's day.
How often M on time for child	Response: Sitter's report of how often mother is on time to pick up child.
How often on time for child	Response: Mother's stated frequency of lateness in picking up child.
How well she gets along with M	Response: How sitter feels she gets along with mother.
How well she gets along with S	Response: Mother's statement of how well she gets along with sitter.

Inter-family closeness (M)	Scale: Mother's view of inter-family closeness in this arrangement (revised).
Inter-family closeness (S)	Scale: Sitter's view of inter-family closeness in this arrangement (revised).
Job sat. and market advantage	Scale: Mother's job satisfaction and job-market advantage.
M's assertion....	Scale: Mother's assertion that sitters should do what mothers say.
M's # children < 6 (See also child care necessity)	Demographic factor: Mother's number of children under 6 -- child care necessity.
M's routine while leaving child	Response: Sitter's report of mother's routine while leaving child.
M's SES	Demographic factor: Mother's socioeconomic status.
Market disadvantage	Scale: Sitter's disadvantage in the babysitting market.
Mother-Child (M)	Rating: Mother interviewer's rating for mother's satisfaction with the mother-child relationship.
Mother-Child (S)	Rating: Sitter interviewer's rating of sitter's satisfaction with the mother-child relationship in this arrangement.
Need for flexible sitter	Scale: Mother's need for a flexible sitter.
# children > 6 in T.A.	Hard data: Sitter's report number of children over 6 years in this arrangement.
# friends or rels sit for pay	Response: Number of friends or relatives mother knows will babysit for pay.
Only certain children	Scale: Sitter's willingness to babysit only for certain children.
Plans to continue T.A.	Response: How long sitter plans to continue this arrangement.
Playmates reason for T.A.	Scale: Playmates for child as mother's reason for having this arrangement.
Prefer businesslike relationship	Scale: Mother's preference for uninvolved, businesslike relationship with sitter.

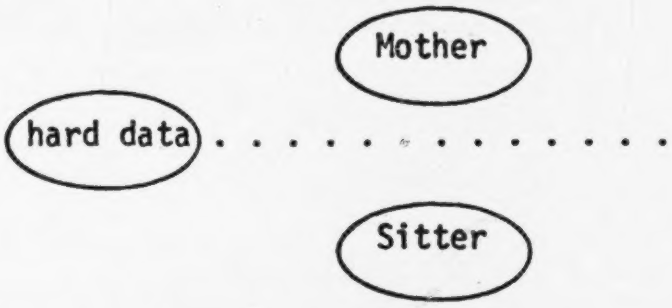
Prefer family day care	Response: Mother's preference for a sitter in the sitter's home as a type of care.
Prefer relative's home	Response: Mother's preference for a relative in the relative's home as a type of care.
Prefer work role over home role	Scale: Mother's preference for work role over homemaker role.
Reason working	Response: Mother's stated reason for working.
Reluctance to interfere	Scale: Mother's reluctance to interfere with sitter's way of handling child.
Restricts hours	Scale: Sitter's restrictiveness about babysitting hours.
Role continuity	Demographic factor: Sitter's continuity in the day care giver role.
Role power	Scale: Sitter role power vs. powerlessness.
Role strain	Scale: Sitter's strain from competing requirements of family and sitter roles.
S's SES	Demographic factor: Sitter's socioeconomic status.
Sat. child's adjustment	Scale: Sitter's satisfaction with this child's adjustment.
Sat. M's concern	Scale: Sitter's satisfaction with this mother's concern for her child.
Sat. sitter's concern	Scale: Mother's satisfaction with this sitter's concern for child.
Sitter-Child (M)	Rating: Mother interviewer's rating for mother's satisfaction with the sitter-child relationship in this arrangement.
Sitter-Child (S)	Rating: Sitter interviewer's rating of sitter's satisfaction with the sitter-child relationship in this arrangement.
Sitter-Mother (M)	Rating: Mother interviewer's rating for mother's satisfaction with the sitter-mother relationship in this arrangement.
Sitter-Mother (S)	Rating: Sitter interviewer's rating of sitter's satisfaction with the sitter-mother relationship in this arrangement.

Stability of residence	Demographic factor: Sitter's stability of residen
Stage of family devel. (M)	Demographic factor: Mother's stage of family development.
Stage of family devel. (S)	Demographic factor: Sitter's stage of family development.
Total duration T.A.	Hard data: Total duration of the arrangement.
Type I-extended family (M)	Rating: Mother interviewer's rating: How much this arrangement is like a Type I-extended family arrangement.
Type I-extended family (S)	Rating: Sitter interviewer's rating: How much this arrangement is like a Type I-extended family arrangement.
Type II-commercial (M)	Rating: Mother interviewer's rating: How much this arrangement is like a Type II-commercial arrangement.
Type II-commercial (S)	Rating: Sitter interviewer's rating: How much this arrangement is like a Type II-commercial arrangement.
Type III-alliance (M)	Rating: Mother interviewer's rating: How much this arrangement is like a Type III-alliance arrangement.
Type III-alliance (S)	Rating: Sitter interviewer's rating: How much this arrangement is like a Type III-alliance arrangement.
Type IV-dumping (M)	Rating: Mother interviewer's rating: How much this arrangement is like a Type IV-dumping arrangement.
Type IV-dumping (S)	Rating: Sitter interviewer's rating: How much this arrangement is like a Type IV-dumping arrangement.
User role freedom	Rating: Mother interviewer's rating for mother's role freedom.
User role sat.	Rating: Mother interviewer's rating for mother's user role satisfaction.
Work role sat.	Rating: Mother interviewer's rating for mother's work role satisfaction.
Work role freedom	Rating: Mother interviewer's rating for mother's work role freedom.

ABREVIATIONS OF WORDS AND PHRASES

AO	Adaptive orientation
Arr't	Arrangement
CC	Child care
DC	Day care
DCC	Day care child(ren)
Devel.	Development
Dissat.	Dissatisfaction
Hr.	Hour
M	Mother
Mos.	Months
Rels.	Relatives
S	Sitter
Sat.	Satisfaction
SES	Socioeconomic status
TA	This arrangement
Wkg	Working

On all correlographs the mother data are above the line, the sitter data below the line, and the data describing agreed upon characteristics of the arrangement (hours/day, # of children under 6, etc.) are centered on the line (see diagram).



Where feasible, data are arranged with demographic variables on the left, followed by general variables, then "this arrangement" data on the right. Occasionally artistic consideration took precedence over this order.